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ABSTRACT

Analyses of elementary and secondary social studies textbooks, supplementary materials, and teacher resource materials, all published in 1984 and 1985, are presented. The objective is to provide a review of curriculum materials which will allow K-12 teachers, administrators, curriculum coordinators, and college methods teachers to select appropriate materials for their students, school, and community. Analyses of curriculum materials are divided into sections by grade-level clusters. Thus, the first major section contains analyses of elementary (K-6) social studies materials. The second major section of the book is devoted to secondary (7-12) curriculum materials; 18 new analyses of basal programs are presented with 3 shorter analyses of revised editions. The secondary curriculum materials section concludes with 39 brief descriptions of supplementary materials. These supplementary items include video cassettes, filmstrips, and audio cassettes. Materials appropriate for both elementary and secondary students appear in the elementary section and are cross-referenced in the secondary section. The third section includes 21 short analyses of teacher resource materials. Twenty-four social studies curriculum guides or units, identified through the ERIC system, are described in the fourth section. Indexes are provided for author/editor/developer; grade level; publisher; and subject area. A list of publishers' addresses concludes the publication. (LH)

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DATA BOOK OF SOCIAL STUDIES MATERIALS AND RESOURCES
Volume 11

Edited by Ann M. Williams

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CONTENTS

Acknowledgments iv

Introduction 1

Analyses of Elementary Curriculum Materials 7

  Textbooks 9
  Supplementary Materials 15

Analyses of Secondary Curriculum Materials. 23

  Textbooks. 25
  Supplementary Materials 67

Analyses of Teacher Resource Materials. 93

Analyses of ERIC Documents 113

Indexes 133

  Author/Editor/Developer Index 135
  Grade-Level Index. 137
  Publisher Index 137
  Subject-Area Index 139

List of Publishers' Addresses. 141

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Ann M. Williams

INTRODUCTION

School personnel selecting social studies programs for use in their classrooms are faced with a wide array of materials from which to choose. Each year, publishers add new titles to the already almost-overwhelming number of social studies materials and resources available. Thus, selection decisions become increasingly complex, and the questions facing selectors more numerous.

What materials are available? What do they cost? How long does it take to use them? For whom are they written? Can my students use them? What did the authors have in mind when they wrote them? What is the content? Do I need special training to use them effectively? What methods should I use in teaching--lecture? discussion? independent study? guided discovery? problem solving? Are the materials effective? Has anyone evaluated them to see if students like them and learn when using them? These are the questions that are answered--to the extent that reliable information is available--in the Data Book of Social Studies Materials and Resources.

Our objective is to provide analyses of curriculum materials that will allow elementary and secondary school teachers, administrators, curriculum coordinators, and college methods teachers to select materials which are appropriate to their students, school, and community on the basis of grade level, discipline, underlying philosophy, goals, strategies, structure, content, innovativeness, and merit.

Development of the Data Book

The Data Book project represents a lengthy and intense effort on the part of individual staff members of the Social Science Education Consortium, Inc. (SSEC). Irving Morrissett and W. W. Stevens, Jr. recognized the critical need for analysis of curriculum materials, particularly in view of the vast numbers of materials becoming available as a result of federal funding of curriculum development projects. In 1967 they developed the Curriculum Materials Analysis System (CMAS)--an analytical instrument devised for examination and evaluation of curriculum materials. Morrissett and Stevens also recognized the need for a concise compilation of information based on the CMAS. With financial support from the National Science Foundation, they worked with the SSEC staff to organize the Data Book project. The Data Book was first published in 1971 in one loose-leaf volume. From 1971 through 1978 the SSEC annually published two supplements to the Data Book. Each supplement consisted of approximately 40 analyses of K-12 social studies materials to be incorporated into the loose-leaf binders. By March 1978 the Data Book had grown to three volumes and contained five categories of materials: project materials (funded curriculum development project materials), textbooks, games and simulations, supplementary materials, and teacher resource materials.

As the cost of the three volumes was becoming formidable to potential users, the decision was made to produce an annual, paperbound version of the Data Book. The paperbound version provides periodic ie ed in previous volumes. This annual volume is funded as a major clearinghouse publication of the ERIC Clearinghouse for Social Studies/Social Science Education, whose contract is held by the SSEC.

Organization and Use of the Data Book

The Data Book is not intended to be used as a catalog from which materials are ordered. Rather than basing decisions solely on the Data Book analyses, we encourage users to screen materials of interest using the analyses and then write for review copies of materials that meet their preliminary criteria for selection.

Analyses of curriculum materials in the Data Book are divided into sections by grade-level clusters. Thus, the first major section of the book contains analyses of elementary (K-6) social studies materials; one new two-page analysis and one one-paged revised analysis of basal programs are followed by five brief descriptions of supplementary materials. The second major section of the book is devoted to secondary (7-12) curriculum materials; 18 new analyses of basal programs are presented, along with 3 shorter analyses of revised editions. The secondary curriculum materials section concludes with 39 brief descriptions of supplementary materials. Materials appropriate for both elementary and secondary students appear in the elementary section and are cross-referenced in the secondary section.

The two-page analyses of new materials are presented first, arranged in alphabetical order by title. Each analysis includes the following:

1. A heading listing the authors or developers, the publisher, the publication date, the publisher's suggested grade level, a description of the materials and their cost, and the subject area. A complete list of publishers' addresses is provided at the end of this book. If a set of materials is available from someone other than the publisher, that source is listed in the heading of the data sheet. Price information presented is as current as deadline demands permit; however, in today's volatile economy, prices may well have changed and the publisher should be contacted for the current prices.

2. An overview of the most significant features of the materials.

3. Information about the required or suggested time necessary to use the materials.

4. A description of the intended user characteristics, including both students and teachers. If the analyst feels that a set of materials is appropriate for grade levels other than those suggested by the publisher, this information will be provided here.

5. An explanation of the rationale and general objectives of the materials.

6. A description of the content, including basic concepts, generalizations, trends, and themes presented in the materials.

7. An explanation of the primary teaching procedures.

8. Information related to any evaluation of the materials prior to publication, along with the analyst's comments and suggestions.

The two-page analyses are followed by the shorter analyses of revised editions, also arranged in alphabetical order by title. These shorter analyses include all the heading information provided in their longer counterparts, along with a reference to the Data Book volume in which the previous edition was reviewed, an overview of the most significant features of the materials, a description of the major revisions in this edition, and the analyst's comments and suggestions.

The third section of the Data Book includes 21 short analyses of teacher resource materials. The analyses of books for teachers are arranged alphabetically by title. Each analysis includes information about the authors or developers, publisher, publication date, grade level, materials and cost, and subject area. The analysis also describes the purpose of the publication, ways it can be used, and the content. Most of the books described provide practical suggestions and ideas for classroom teachers.

Twenty-four social studies curriculum guides or units, identified through the ERIC system, are described in the fourth section. These descriptions, adapted from abstracts published in Resources in Education (RIE), are arranged alphabetically by title. For each, the ED number is included, as is information about author/developer, publication date, ordering, grade level, and subject area.

The curriculum materials analyses, teacher resource descriptions, and ERIC documents are numbered consecutively throughout the Data Book. These entry numbers are used in the indexes at the back of the book, which cross-reference all materials according to author/developer/editor, grade level, publisher, and subject area.

Selection of Materials

Materials analyzed in the Data Book must be intended for students or educators in grades K-12. The materials must be available through commercial or easily accessible outlets, and SSEC staff analysts must have access to the essential components of each set of materials.

This year, we are attempting to analyze all new and revised basal programs. Most of the programs analyzed are texts, but materials in other forms are also included if they are designed to serve as the core material for a social studies course of at least nine weeks. Full two-page analyses of revised editions are included only if the text has not previously been reviewed or if the revisions are so substantial that the original analysis would no longer be descriptive of the program.

Materials selected for analysis in the teacher resource section generally have some practical classroom application, although materials of an analytical nature may be included if they are thought to have some particular relevance to teachers or curriculum planners. Some of the materials listed in the teacher resource section are also available from ERIC; this information is noted in the analyses. However, they are listed in the teacher resource section because they are easily available from publishers who distribute materials on a nationwide basis. In contrast, the materials listed in the ERIC documents section are either instructional units available only through ERIC or state and local curriculum guides.

A Word About Readability

For textbooks analyzed in the Data Book, we generally report a reading level based on an analysis using the Fry Graph for Estimating Readability. The reported reading level is an average of the reading levels of six randomly selected passages throughout the book. For example, the passages on one eighth-grade text may range from fifth to eleventh grade, while another eighth-grade text may contain sample passages ranging from seventh to ninth grade. Yet, based on the Fry graph, both have an average reading level of eighth grade.

Readers may also notice that the publisher reports one grade level, while we report a different grade level. This can easily happen, depending on the passages selected and the reading scale used. We include our own reading analysis and that of the publisher (when available) simply to provide some idea of the average reading level of the text.

We have elected to use the Fry graph primarily because it is relatively easy to use and has proven to be about as accurate as the other reading scales. However, we do have the following reservations about the Fry graph: (1) The average reading level of a particular book can be quite different if different sets of passages are used. For this reason, we use six passages instead of the required three. (2) The Fry graph does not take into account familiar long words used over and over in a passage, such as "government," "environment," or "America." (3) No special provisions are made for proper names. (4) The Fry scale does not take into consideration teaching reading in context--for example, use of phonetic respellings or definitions of a word within a sentence in the passage.

Many publishers prefer the Dale-Chall scale (or Spache formula for primary grades) to the Fry graph. While the Fry graph uses the criteria of word and sentence length, Dale-Chall scores are based on sentence length and the percentage of words not appearing on a list of 3,000 familiar words. The Dale-Chall formula does take account of repetitive use of words not on the basic list (often long words) and of proper names, two factors that contribute to high Fry scores. Given its 30-odd rules and list of 3,000 words against which passages must be checked, however, the Dale-Chall scale is much more difficult to apply.

None of the readability formulas assesses all--or even most--of the many factors that affect students' ability to read a particular work. The following are some factors relating to content/presentation and format/design which should be considered in assessing the readability of text materials.

Content/Preparation

1. Generally, the shorter the sentences, paragraphs, and chapters in a work, the lower the readability level. Unusual writing styles or difficult stylistic variations in sentence structure may make understanding a passage more difficult than an initial examination might indicate, however.

2. Definitions of new terms may be placed in the text, in marginal notes, in a glossary, or in some combination of these. Different placements may be more appropriate for different groups of students.

3. If many new ideas are presented in a relatively short passage, that passage will be more difficult for students to read. Conversely, previous experience with content covered in a passage will make that passage easier for students to read.

4. Advance organizers often help direct the student's reading, thus lessening the difficulty of the reading task.

5. Passages that address issues that spark student interest are more likely to be read.

Format/Design

1. The amount of print on a page affects readability. A great deal of print per page can make a book difficult and intimidating for students to read. The publisher must make trade-offs in determining how much print to place on each page; the publisher who opts for comprehensive coverage of content or tight control on costs may sacrifice general attractiveness and reading ease.

2. Print size varies somewhat from text to text. The amount of leading (white space) placed between lines may vary substantially and can affect reading ease and general appearance of the text.

3. Text that runs into the gutter makes reading difficult.

4. Most texts are presented in a single- or double-column format. Single columns that are too wide, double columns separated by a narrow margin, and triple columns can have a negative effect on readers who have difficulty tracking.

5. Use of color enhances the general attractiveness of a text, making it more appealing to students. High contrast between print and paper also eases reading. Words superimposed over photographs or printed on colored paper may be difficult for some students to read.

6. Graphics and pictures will aid students in reading if the illustrations are tied to the narrative, reinforcing or supplementing the narrative message in some way. Placement of illustrations is also important. Graphics that break up a passage are not helpful. Illustrations placed at the beginning or end of a passage or used to divide sections will be helpful to students if used in instruction.

Because of the specific disadvantages of the Fry graph and the general problems with readability formulas, we strongly urge you not to select or eliminate any book solely on the basis of readability scores.

ANALYSES OF ELEMENTARY CURRICULUM MATERIALS

TEXTBOOKS

New Analyses

Entry No.	Title	Page No.
1	Graphic Learning Social Studies--Kindergarten Program. "Ourselves and Others"	11

Updated Analyses

Entry No.	Title	Page No.
2	World and Its People, The	13

1. GRAPHIC LEARNING SOCIAL STUDIES--KINDERGARTEN PROGRAM. "OURSELVES AND OTHERS"

Author:	Pamela Swank
Publisher:	Graphic Learning
Publication Date:	1984
Grade Level:	Kindergarten
Materials and Cost:	1 box containing 107 full-color study prints with durable finish (12 prints 11" x 17", 95 prints 8½" x 11"), teacher's guide with 33 topic lessons within four units, laminated teaching board with marking pen, copy master file of 97 student activities, complete subject and skill index, $370.00
Subject Area:	Interdisciplinary social studies

Overview

Graphic Learning Corporation's program for kindergarten uses familiar topics to develop the basic social studies concepts and skills which meet the needs of kindergarten students of varying backgrounds. "Ourselves and Others" uses a combination of the copy master file, the study prints, and the Graphic Learning teaching board to introduce basic social studies concepts, develop social studies readiness skills, and heighten children's awareness of and appreciation for the world around them. Though "Ourselves and Others" is an activity-oriented beginning program for students who will use Graphic Learning Social Studies in later grades, it is a flexible program which can serve as the kindergarten component for any social studies series.

Required or Suggested Time

The program is flexibly designed. Lessons and units are not numbered; therefore, they may be used at the teacher's direction or the program can be presented sequentially. The first unit, "Learning About My School," may appropriately be used at the beginning of the school year. There are 33 topic lessons--enough for a year's program, since each lesson contains more activities than would fill the average time allotted for kindergarten class periods. Teachers may need to adapt the activities according to the attention span of their particular classes.

Intended User Characteristics

The program is designed to meet the needs of kindergarten students with different backgrounds and needs. The program is activity-oriented and the instructional variety should appeal to all levels of ability. The study prints and copy master graphics are simple and easy to understand. Information for class discussion is printed on the back of each study print in both English and Spanish. Copy master directions (to be read by the instructor) are short and appropriate for kindergarten comprehension. The oral vocabulary introduced will need concrete examples and frequent reinforcement.

Rationale and General Objectives

"Ourselves and Others" is based on the belief "that young students learn most effectively when they learn by doing." The publisher reports that the program has five major goals: (1) "to help create positive, self-confident, and well-prepared learners," (2) to develop readiness skills in maps and

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Data sheet by Barbara Capron.

globes, social studies reading and vocabulary, thinking/decision-making, personal management, and affective/valuing, (3) to introduce major social studies concepts and topics, (4) to develop awareness of and appreciation for the cultural and physical world, and (5) to integrate the basic skills of language arts, mathematics, and science into social studies contexts.

Each lesson lists specific content and skill objectives.

Content

The four units of "Ourselves and Others" are entitled: "Learning About My School," "Learning About Me," "Learning About My World," and "Building My Skills." Pupils learn about the physical and social environment and behavior in school. They do activities concerning themselves--their body parts, senses, feelings, growth and change, needs, health, and safety. Students learn about their environment, including study of homes and families, community, rural and urban environments, plants, animals, holidays, and seasons. Skills addressed in the program include comparing; sequencing; categorizing; recognizing color, shapes, and symbols; reading and making charts and graphs; inferring; analyzing situations; making choices; and using spatial, time, and sound concepts.

Teaching Procedures

All 33 lessons of "Ourselves and Others" are organized in the same way: (1) The material needs for the lesson are listed (materials are usually part of the self-contained program or are easily obtained); (2) Content and skill objectives are identified; (3) Oral vocabulary for the lesson is listed; (4) Teaching activities are suggested. The teacher's guide includes poems, stories, songs, games, and simulations to be presented by the teacher. Content information is often included for the instructor's convenience and sample letters are provided when the assignment needs to be done at home. Small reprints of the study prints and activity sheets in the teacher's guide are useful for teacher planning. The indexes of topics, skills, and poetry are useful for the teacher and make the program flexible to use. The teacher's guide is a storehouse of resources for the teacher and students.

Evaluative Comments and Suggestions

The Graphic Learning Social Studies Program offers the kindergarten classroom an unusual variety of content, teaching strategies, and curriculum materials. Because the program is not necessarily sequential, a flexible approach is possible and there is much room for instructional creativity in implementing the lessons. The interdisciplinary learning integrated into the program offers essential life skills for the kindergarten child.

The copy master activity sheets will need to be duplicated and an organizational system devised to keep track of the student work.

By the end of the kindergarten year, as most students begin to read, the teacher may wish to make large-sized printed directions for the study prints and activity handouts.

2. WORLD AND ITS PEOPLE, THE

Authors:	Various
Publisher:	Silver Burdett
Publication Date:	1984-85
Grade Level:	K-6
Materials and Cost:	Kit (K) containing 192-pp softbound teacher's guide and multiple copies of 27 four-pp student handouts, $54.04; 7 texts (1-6), hardbound, 152-502 pp, $8.30 to $13.95; 7 annotated teacher's editions, hardbound, 240-262 pp, $12.00 to $18.69. Supplementary materials for grades 1-6 include workbooks, teacher's editions of the workbooks, tests, teacher's resource packages, and computer courseware packages.
Subject Area:	Interdisciplinary social studies
Originally Reviewed:	Data Book, Vol. 9 (1984)

Overview

New additions continue to be integrated into this 1984 revision of Silver Burdett's elementary social studies program. As before, the program follows an expanding horizons approach, with students moving from the study of self (K) to families and neighborhoods (1); neighborhoods and communities (2); communities and resources (3); states and regions (4); the United States and its neighbors (5); Europe, Africa, Asia, and Australia (6); and the newest addition to the sixth grade program, "Canada and Latin America" (1985). The series was developed to "help students understand the world around them and to instill in them the knowledge and skills necessary for responsible citizenship." The series focuses on five skill areas: map and globe skills, reading skills, language arts, reasoning, and societal (life, human relations, and citizenship) skills. The entire program is also available in Spanish.

Major Revisions

In addition to the 1984 addition of kindergarten components and the expansion of the teaching aids, the sixth grade program has recently been expanded with the development of a double-volume edition. The first of these volumes, "Europe, Africa, Asia, and Australia," represents an effort to provide expanded treatment of other nations. The second, "Canada and Latin America," reflects a growing consciousness of the importance of these nations in the global schema.

For grades 1-6, the teacher's annotated editions remain the core teaching tools. Teacher's resource packages contain blackline masters for skill worksheets, maps, tests, and letters to parents in Spanish and English. New is the addition of computer courseware packages designed for use with each text.

Evaluative Comments and Suggestions

This edition of The World and Its People contains abundant teaching material in easy-to-use formats. The teacher's resource packages will provide an attractive option to schools not able to invest in consumable workbooks each year. The excellent kindergarten component and the expanded treatment of other nations are welcome additions to the program.

Original data sheet by Sharryl Hawke, update by Leslie Hendrikson.

SUPPLEMENTARY MATERIALS

Entry No. Title Page No.

Print

Entry No.	Title	Page No.
3	Colorado: Grassroots. A State History Program: Grades 3-4 and Above	17
4	Modern Curriculum Press. Reading Skills for Social Studies	18
5	Success with Maps: A Scholastic Skills Book	18
6	Unlocking the Constitution and the Declaration of Independence	19

Nonprint

Entry No.	Title	Page No.
7	Using Maps, Globes, Graphs, Tables, Charts	21

3. COLORADO: GRASSROOTS. A STATE HISTORY PROGRAM: GRADES 3-4 AND ABOVE.

Author:	Cynthia Schmidt and Virginia Brew
Publisher:	Cloud
Publication Date:	1984
Grade Level:	3-4
Materials and Cost:	Student text, hardbound, 64 pp, $8.35; activity book, softbound, 48 pp, $3.20; blackline masters, 25 pp, $24.95; teaching guide, 16 pp, $8.35 (free with initial order of 25 copies or more)
Subject Area:	State history

The text, activity book, and blackline masters comprising this third and fourth grade state history program present an historical look at Colorado. Fifteen chapters focus on Colorado today; its geography; life on the land; the first people; Colorado's Native Americans; early explorers; mountain men, forts, and settlers; the gold rush; Colorado as a territory; early statehood; the turn of the century; and Colorado's people, government, and future. Each chapter contains a section called "Focus" which presents an in-depth look at such high-interest topics as the importance of skis to survival in Colorado's high country, attempts to save the peregrine falcon, Stone Age hunters, a Cheyenne myth, the adventures of Jim Beckworth, gold fever in Colorado, the Iron Horse, life on the Great American Desert, and tourism in Colorado. Additional subsections called "Horizon" relate world, national, and regional events to events discussed in the text. Readability is enhanced by the text's layout, introduction of new vocabulary in boldface type, and definition of words in context. High-interest historical photographs offer visual support. The blackline masters provide additional map and graph skill activities to complement the activity book. Pre- and post-unit tests and a final test are also included. The teacher's guide provides objectives, credits and answers, and teaching strategies.

4. MODERN CURRICULUM PRESS. READING SKILLS FOR SOCIAL STUDIES

Authors:	Dale I. Foreman and Sally Allen
Publisher:	Modern Curriculum Press (published simultaneously in Canada by Globe/Modern Curriculum Press)
Publication Date:	1985
Grade Level	3-6
Materials and Cost:	8 texts, softbound, 64 pp each with 4 pp of answer keys. No teacher's editions exist. Each grade level package consists of 1 "Social Studies Concepts Skillbooster" and 1 "Maps, Charts, and Graphs Skillbooster," $3.20 each
Subject Area:	Interdisciplinary social studies, geography

This series is designed as supplementary material focusing upon the development of reading, map, and critical thinking skills. Two "skillbooster" booklets, one addressing maps, charts, and graphs and the other attending to social studies concepts, are available for each grade level. Grade 3 examines communities, grade 4 regions and culture, grade 5 the United States, and grade 6 the world. As the title suggests, these texts stress reading skills, including word attack skills and vocabulary development. Each booklet contains between 10 and 15 lessons. The topics fit well with those traditionally taught at each grade level and the skills are certainly appropriate. Reading levels, especially in the materials for grades 5 and 6, are at least several years beyond grade and may pose some problems for students with less-developed reading skills. The graphics are multicolor and of excellent quality for teaching skills in this area. These resources could make an excellent addition to any elementary social studies program.

5. SUCCESS WITH MAPS: A SCHOLASTIC SKILLS BOOK

Authors:	Mary Lee Johansen, Rebecca Kalusky, and Bill Johnson
Publisher:	Scholastic
Publication Date:	1984
Grade Level:	1-6
Materials and Cost:	6 student workbooks, softbound, 64 pp, $2.95 each; 6 teacher's editions, softbound, 64 pp, $4.95 each
Subject Area:	Social studies, geography

Intended for students in grades 1-6, this series of six workbooks can be used to supplement standard social studies textbooks. Using an expanding horizons approach, each workbook contains 18-20 lessons dealing with direction, map symbols, locational skills, and map keys of varying kinds. Book A (Grade 1) introduces students to the concept of a map, locational skills, directions, following paths, mapping single routes on picture maps, symbols and map keys, major landforms and water features, globes, and simple special-purpose maps. Book B (Grade 2) focuses on cardinal directions, mapping paths, symbols and map keys, neighborhood maps, simple road maps, landforms and water features, scale, the North and South poles and the equator, and special-purpose maps. Book C (Grade 3) deals with cardinal and halfway directions; symbols, keys, and legends; landforms and water features; continents; scale; road maps; map grids; hemispheres; and special-purpose maps. In the fourth grade workbook, Book D, students compare maps and photos of the same area and study longitude and latitude, seasons, the solar system, and time zones. The fifth and sixth grade workbooks include lessons on elevation, political and historical maps, latitude and longitude grids, and location of degrees and time zones (Book E) and an introduction to international time zones, projections and great circles, and star maps (Book F). Books B-F feature "Computer Fun" sections intended to tie in computer practice with simple programs that reinforce map skills. Each workbook is accompanied by an annotated teacher's edition.

6. UNLOCKING THE CONSTITUTION AND THE DECLARATION OF INDEPENDENCE

Authors:	Robert M. Goldberg and Richard M. Haynes
Publisher:	Globe
Publication Date:	1985
Grade Level:	5-6
Materials and Cost:	Text/workbook, softbound, 140 pp, $3.89 (10 or more copies, $3.24); teaching guide, free
Subject Area:	U.S. history, government

This six-unit text provides a step-by-step analysis of the Constitution. It offers a concise summary of the Constitution and the activities provide students with opportunities to recall and occasionally apply what they have learned. Vocabulary words and definitions are presented with each lesson. Although there are some activities which seek to make links between the Constitution and the experience of children, greater attention should be devoted to this issue. Concrete examples of how the Constitution may influence them would be extremely helpful. In addition, increased attention might be paid to the daily operation of the Constitution. Finally, the role of citizens and avenues open to them to influence government should be highlighted.

7. USING MAPS, GLOBES, GRAPHS, TABLES, CHARTS

Publisher:	United Learning
Publication Date:	1984
Grade Level:	4-9
Materials and Cost:	5 filmstrips, 5 audio cassettes, 1 teacher's guide, 40 blackline masters, $155.00
Subject Area:	Geography

The publisher states that the purpose of this sound filmstrip package is to build students' map, globe, and statistical analysis skills. Unit 1, "Understanding Globes," focuses on definition, scale, hemispheres, latitude, longitude, and time zones. Unit 2, "Understanding Maps," covers map-globe comparison, projections, and special purpose maps. Unit 3, "Using Maps," includes keys, road maps, grids, and latitude and longitude maps. Unit 4, "Graphs," focuses on bar, line, pie, and picture graphs while the final unit builds skills in reading tables, charts, and diagrams. Activity sheets accompany each unit and are designed to be integrated with filmstrip viewing. Ample student activities, class discussion topics, and enhancement project ideas are provided.

ANALYSES OF SECONDARY CURRICULUM MATERIALS

TEXTBOOKS

Entry No. Title Page No.

New Analyses

Entry No.	Title	Page No.
8	American Consumer, The: Decision Making for Today's Economy	27
9	Dynamics of Work, The	29
10	Economics--Principles and Applications	31
11	Excel in Civics: Lessons in Citizenship	33
12	Fideler World Cultures: Japan, China, Southeast Asia	35
13	Free Enterprise Today	37
14	Global Studies: Africa	39
15	Great Trials in American History: Civil War to the Present	41
16	History of the World, A	43
17	One Flag, One Land	45
18	Our Land, Our Time: A History of the United States	47
19	Perspectives	49
20	Reasoning with Democratic Values: Ethical Problems in United States History	51
21	Technology for Tomorrow	53
22	United States, The	55
23	World History for a Global Age	57
24	World View, A	59
25	Your Future: Plans and Choices	61

Updated Analyses

Entry No.	Title	Page No.
26	America! America!	63
27	Geography	64
28	Human Expression, The: A History of the World	65

8. AMERICAN CONSUMER, THE: DECISION MAKING FOR TODAY'S ECONOMY

Authors:	Herbert M. Jelley, Robert O. Herrmann, and David K. Graf
Publisher:	McGraw-Hill
Publication Date:	1985
Grade Level:	9-10
Materials and Cost:	Text, hardbound, 469 pp, $18.25; teacher's guide, softbound, 123 pp, $9.25; student activity guide, softbound, 108 pp, $7.40
Subject Area:	Consumer education

Overview

The American Consumer: Decision Making for Today's Economy is intended for all students of average ability in grades 9-10. Designed for a one- or two-semester course, the content of the text focuses on three topics in detail: money management, "buymanship," and consumer citizenship. The overall objective is to help students become effective consumers in relation to their particular goals. Special text features include such end-of-chapter activities as review questions, projects, and case studies.

The teacher's guide includes chapter-by-chapter instructional objectives and teaching suggestions. The student booklet contains practical learning activities.

Required or Suggested Time

The book is suitable for use as a basal text in a one-year consumer education course, if all 25 chapters are included and if most of the problems are covered. The authors provide schedules for one- and two-semester courses. The schedule breaks down each of the seven major parts into the number of weeks required to adequately cover the materials. For a one-semester course, the teacher may select parts and chapters that will provide the emphasis that is desired.

Intended User Characteristics

The text is intended for students in grades 9-10. Using the Fry graph, the analyst found the text to be at the intended grade level. The text is organized for the reader; for example, sections within the narrative of the text are fairly brief, sections are preceded by bold headings, and difficult terms are explained or defined in context. Pictures portray representative numbers of ethnic persons in nonstereotypic ways. The text is appropriate for heterogeneous groups of students.

Rationale and General Objectives

The overall objective is to help students become effective consumers in an unstable world where the economy is constantly changing. Emphasis is on encouraging students "to help themselves by deciding what they really want from life, then setting their goals accordingly." In this decision process, students are encouraged to consider their goals, review their resources, and relate their values both to their goals and to the action they take to reach them. Specific objectives are given for each of the 25 chapters in the book.

Content

The 25 chapters are organized into 7 parts. Concepts focus on money management, "buymanship," and consumer

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Data sheet by Sydney J. Meredith.

citizenship. The introductory part is an overview of the role of the consumer. Part 1, "Planning and Decision Making," focuses on consumers in the American economy, values and economic decisions, coping with economic change, financial planning and budgeting, and principles of wise buying. Part 2 familiarizes students with their resources in the marketplace. It presents sources of information and sources of assistance for consumers and offers chapters on advertising and consumer law. Part 3, "Buying the Basics," discusses food, clothing, health services, and transportation in successive chapters. Choosing a home and its furnishings is the topic of Part 4. Part 5 discusses insurance and explains to students why it is relevant to their own lives. Part 6 introduces the topic of financial services and considers banking services, saving and investing, and consumer credit. Federal, state, and local governmental agencies which provide consumer services are described in chapter 7. Other chapters in this section introduce the topics of taxes and governmental agencies that regulate the market-place.

The student activity guide supplements the text with practical learning activities. The guide includes a variety of activities: vocabulary puzzles, review questions, exercises, problems, projects, and case studies.

The teacher's guide includes instructional objectives, teaching suggestions, and answer keys to the text and student guide. A test bank of 500 questions and masters for transparencies and handouts are included.

Teaching Procedures

Students read, discuss, review, and participate in a variety of activities and projects. Emphasis is on providing them with a conceptual base in consumer education and helping them apply the concepts they have learned.

Students can tackle the text with little direction from the teacher. To motivate students and to make the course relevant, each chapter begins with a brief scenario of students who must confront everyday problems. End-of-the-chapter activities include a number of review questions, group discussion questions, suggestions for student projects, and case studies intended to help students apply the principles and facts they have learned in relation to typical consumer problems. Another section, "It's Your Decision," includes activities designed to help students apply the content of the chapter to their own situations.

The teacher's guide contains instructional objectives and offers suggestions for more than 150 activities, projects, demonstrations, and discussions. Also included are eight transparencies and duplicating masters and a test bank of 500 multiple-choice items, with a separate test for each of the 25 chapters in the textbook. Answers to all test questions in the textbook and student activity guides are provided.

If the teacher believes the students need enriching activities to reinforce student learning, supplemental activities can be chosen from the student booklet as well as the teacher's guide. These activities include crossword puzzles, fill-in-the-blanks exercises, true or false statements, and other activities to help students apply their knowledge.

Evaluative Comments and Suggestions

The text should be useful in teaching about consumer concepts. It is logically organized, clearly formatted, and easy to use. The content is sound and up-to-date, and presents interesting information to which students can relate. A variety of good activities are suggested, a number of which emphasize application of content in an understandable way. The teacher's guide is thorough, providing valuable aid.

9. DYNAMICS OF WORK, THE

Author:	Willard R. Daggett
Publisher:	South-Western
Publication Date:	1984
Grade Level:	9-10
Materials and Cost:	Student text, hardbound, 498 pp, $13.50; teacher's manual, softbound, 92 pp, $2.85 (free with purchase of 5 or more student texts); student supplement, 122 pp, $2.85; test booklet, 27 tests, $0.85
Subject Areas:	Career education, business education, computer literacy

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Overview

Dynamics of Work takes an inside look at business careers, including the latest occupation categories from the U.S. Department of Labor, while giving students a general grounding in free enterprise and the expectations of the workplace. Major sections in the year-long text deal with the business arena, human relations, problem solving and decision making, economics of work, and computer literacy. The material is presented in a personalized manner placing heavy emphasis on the interdependence of people in society. Vocabulary practice, thought-provoking end-of-chapter questions, and short fictional essays review each chapter's important points. An accompanying student supplement provides additional learning projects, discussion material, review questions, and problems for each chapter. In addition, a test booklet providing a pre- and posttests and 27 unit tests is available.

Required or Suggested Time

The text is organized into five parts and 27 units. Although no specific timetables are given per chapter, the text contains sufficient materials for a year-long high school course. Well-illustrated units, averaging 10-15 pages each, can be further developed through the use of discussion questions, activities in the student supplement, and unit tests provided in a separate booklet.

Intended User Characteristics

The Dynamics of Work is intended for students in grades 9-10. A Fry readability analysis indicated the average reading level to be at grade 10, making it suitable for most high school students. Aids in reading include the presentation of new vocabulary in italics and the definition of new words in context. Photographs, graphs, and the use of color to highlight important segments of the units provide visual support. The information is clearly presented and organized so that no special teacher training is necessary.

Rationale and General Objectives

According to the authors, the text is designed to "reflect the new, modern look in business education." This new approach to business education reflects a nationwide movement to replace the traditional secretarial and clerical orientation of business education with a general grounding in "free enterprise and the expectations of the workplace." The authors suggest that this "new concept in business education" become a necessary background of education in all areas, "particularly for those students whose education will end with high school."

Data sheet by Leslie Hendrikson.

Content

The 27 units in The Dynamics of Work are organized under five major headings focusing on career education, interpersonal relationships in the workplace, dealing with change and developing problem-solving and decision-making skills, business and the economic system as a whole, and computers and the future.

Part 1, "The Business Scene," explains basic concepts of business and details the role of the working citizen. The four units in Part 2, "People and Business," deal with human relations. Group relationships at the family, peer group, organizational, and societal levels are covered. Part 3, "The Changing World," covers problem solving and decision making including group problem solving in business situations. An overall picture of the economic system in general is presented in the six units comprising Part 4, "The Bigger Picture." The final part, "The Computer and Your Future," covers computer literacy. Examples of BASIC programs that can be replicated by students on microcomputers are presented. The student text concludes with an extensive glossary of terms used throughout the text.

Teaching Procedures

The student text has several features designed to help teachers in the presentation of information. For example, each unit begins with a purpose-setting chart entitled "Your Learning Job," which outlines student unit objectives and highlights key points in each unit. In addition, units conclude with a content summary designed to help students synthesize information presented in the unit, a list of discussion items, activity suggestions, and a unit vocabulary list. Also incorporated within each unit are high-interest fictional essays intended to support and personalize ideas presented in the text.

Additional components provided to help teachers more thoroughly develop ideas presented in the student text are a student supplement, a teacher's manual, and unit tests. The student supplement provides additional learning projects, discussion material, review questions, and problems for each chapter. Tests in the test booklet correlate to each of the 27 units presented in the student text.

Evaluative Comments and Suggestions

The Dynamics of Work contains well-organized, attractively presented, and high-interest content suitable for a high school course in business education, economics, and/or career education. The text intersperses relevant, up-to-date factual information on business, computers, careers, and economics with information and activities intended to help students gain an understanding of human dynamics and interpersonal relationships. This added focus on the importance of such personal qualities as positive self-image, ability to relate well with others, and the need to develop problem-solving and decision-making skills on both personal and professional levels, helps create a well-balanced and highly interesting presentation of factual material. Suggested activities at the end of each unit are varied and interesting, often involving active learning strategies, higher-level thinking skills and questioning techniques, and student participation in the community. The program is interesting, well-balanced, and highly relevant in view of current trends in the world of work.

10. ECONOMICS--PRINCIPLES AND APPLICATIONS

Authors:	Arthur R. Olsen and Thomas J. Hailstones
Publisher:	South-Western
Publication Date:	1985
Grade Level:	10-12
Materials and Cost:	Textbook, hardbound, 500 pp, $13.10; teacher's resource book, softbound, 105 pp, $10.45 (free with purchase of textbook); student workbook, softbound, 138 pp, $4.75; tests, softbound, $0.75
Subject Area:	Economics

Overview

Economics--Principles and Applications, 10th ed., with its supplemental material, provides a valuable economic education package for senior high school students. The book is an introduction to the discipline of economics and the stress on it as a social science. The facts, content, and structure of economics are related to current social problems. Using a topical presentation, the work ties relevant economic facts to social problems. Economic activities are interrelated to aspects of historical, social, and political developments. The text emphasizes the basic economic problems faced by all societies. The students are encouraged to make intelligent decisions based on an understanding of economic knowledge and its tools for analysis. The concern is with understanding economic alternatives and solutions to major economic problems.

Required or Suggested Time

The text is organized into nine units and 34 chapters with approximately four chapters per unit. It is planned as a basal text for a one-year course in economics at the senior high school level. The chapters average 13 pages each. Chapter exercises and vocabulary lists are included for each chapter. In addition, a teacher's resource book, a student workbook, and a series of achievement tests are available. These make for a very complete learning package.

Intended User Characteristics

While the book is an introductory text for senior high school students, the Fry readability formula yielded an average reading level of 11th grade. Because samples taken from the text had a range of eight grades, some students will encounter difficult passages. However, many study aides are provided, among them chapter summaries, lists of new terms, questions, thought problems, and special activities. This should be an adequate learning package for senior high school students in the field of economics.

Rationale and General Objectives

The intended purpose of the text is to improve the economic decision-making abilities of students. The book stresses the basic economic problems faced by all societies; furthermore, the basic economic concepts recommended by the Joint Council on Economic Education are introduced.

More-specific objectives are provided for each chapter of the text. These statements of behavioral-based objectives provide the student with clear, specific learning goals.

Data sheet by Bob L. Taylor.

Content

The text is organized into nine units, each of which is made up of between three and five chapters, making a total of 34 chapters.

Basic economic institutions, policies, and practices are introduced. The free-enterprise system is presented, and the theories behind government policy in regard to banking, taxes, and business cycles are discussed. Such domestic economic issues as labor unions and employers, inflation, unemployment and poverty, and energy are presented. Economic issues illustrating the importance of international trade and finance are examined, as well as the personal economic concerns of the students.

Teaching Procedures

This is the tenth edition of this text, and the instructional aides developed for it are extensive. The chapters are well organized with clear headings and subheadings. The pictures, illustrations, figures, and tables presented are excellent. The advance organizers for the chapters are helpful, and the end-of-chapter aids are very well done. The supplementary teaching materials that accompany the text provide in-depth explanations of concepts, chapter tests, and more-comprehensive illustrations, as well as complete unit tests to be used with the text. There is a wealth of material for the teacher to use in supplementing what is in the textbook.

Evaluative Comments and Suggestions

This edition of Economics--Principles and Applications has been updated with material that is current. The organization of the book is easy to follow, and it covers the expected topics for a senior high school economics course. The text material provides a basic explanation of the major concepts, and the many supplementary materials and readings provide a more-comprehensive treatment of economics to the advanced student. The student who would elect to take a high school economics course would probably find the book very readable; however, it is not a text to be used with slow students. In summary, this is an attractive book providing a good overview of the field of economics with clear applications of the field to current social problems.

11. EXCEL IN CIVICS: LESSONS IN CITIZENSHIP

Author:	Steve Jenkins and Susan Spiegel
Publisher:	West
Publication Date:	1985
Grade Level:	8-12
Materials and Cost:	Text, softbound, 246 pp, $7.75 (1-45 copies), $7.25 (25-99 copies) or $6.75 (100+ copies); teacher's resource guide, softbound 120 pp, $12.50
Subject Area:	Civics, citizenship education, law-related education

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Overview

Excel in Civics: Lessons in Citizenship can serve as a basic text for junior and senior high level civics and government courses, or it can be used as a supplement to traditional government texts. By exploring the reciprocal relationship between government and the people and by examining the dynamics of citizen participation in a democratic society, the text "empowers students to become effective citizens." Each chapter contains high-interest information, classroom activities, and suggested enrichment activities designed to strengthen both lower- and higher-order thinking skills. The materials include primary source documents, news articles, editorials, and cartoons. Instructional activities are integrated into the text of each chapter. While emphasizing critical-thinking and citizenship skills, the activities are also intended to reinforce basic reading, writing, and, in some instances, arithmetic skills. A teacher's guide accompanies the student text.

Required or Suggested Time

The text is organized into 11 chapters averaging between 20 and 25 pages each. While any of the 11 chapters can be used independently, the authors recommend that teachers begin with the first chapter, which introduces basic legal concepts and examines the law as the foundation of government. In addition to the activities provided in the student text, suggested activities in the teacher's resource guide offer ample materials for a year-long course in civics and government.

Intended User Characteristics

Students in grades 8-12 are the intended users of the text. A Fry analysis of this material indicated readability levels ranging from grade 9 to grade 12, with an average readability of grade 10. Aids in readability include the use of clear and understandable language, the presentation of new vocabulary in boldface, and the definition of new vocabulary within the text. Photographs, illustrations, graphics, and cartoons provide visual support.

Rationale and General Objectives

According to the authors, the text is designed to expand knowledge and understanding of the American system of government, develop cognitive and decision-making skills, and stimulate interest in public affairs. Several themes pervade. First, the text stresses law as the foundation of government; because of its centrality to government in the United States, the U.S. Constitution receives special importance throughout the text. Second, the text focuses on the interrelationship between government and citizens. Third, emphasis is placed on critical thinking and active participation

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Data sheet by Leslie Hendrikson.

by giving students opportunities to apply general concepts in specific situations, to identify problems and solutions, to interpret complex concepts, to evaluate consequences of individual conduct and public policy decisions, and to get involved in the shaping of public policy.

Content

The first of the text's 11 chapters, "The Law Is...," introduces basic legal concepts and examines the law as the foundation of government. Students examine the purpose of specific laws, basic legal terminology, specific case illustrations, the changes of law over time, and the relationship between law and changes in technology. Chapter 2, "Federal Lawmaking," examines the need for federal lawmakers, the U.S. Constitution, the expressed and implied powers of Congress, public problems, how a bill becomes law, and national environmental policy. In Chapter 3, the authors focus on "State and Local Lawmaking." Topics include state regulation of education, the cost of state and local government, how state laws affect youth, and reasons for state and local lawmaking. Chapter 4, "Conflicts of Power: Federal, State, and Local Lawmaking," defines not only the lawmaking powers of the various levels of government, but also the interrelationships among these levels of lawmaking. Chapter 5, "Impact of Presidential Decision-Making," and Chapter 6, "The Regulators," deal with the executive function of government, primarily at the federal level. Chapters 7 and 8 discuss the impact of judicial decision making and the judicial process. Chapter 9 focuses on "The Victim in the Judicial System," giving examples of victims and asking students to consider ways in which crime affects people they know. Chapter 10, "Influencing Government: Lobbying," discusses the meaning of lobbying, lobbying laws and free speech, ways in which individual citizens can make a difference, grassroots lobbying, and effective lobbying techniques. The final section deals with voting as a means of influencing government. Appendices include the U.S. Constitution in full, a table of case citations, and a glossary of legal terms.

Teaching Procedures

For the teacher's convenience in overall lesson planning, all of the chapter goals and objectives appear together, first in an introductory section and then again at the beginning of each chapter in the teacher's resource guide. Other features intended to assist the teacher include suggestions regarding a variety of instructional techniques and an introduction to the use of legal citations in student lessons and projects. Instructional activities entitled "Your Turn" and "On Your Own" are integrated into the text of each chapter. "Your Turn" activities incorporate both guided and individualized instruction, using a variety of teaching techniques, including teacher-guided instruction, structured small-group activity, and role-play exercises. "On Your Own" activities are designed to take students beyond the classroom to resources in their community.

Evaluative Comments and Suggestions

The materials are well organized and well written. The content is characterized by high-interest material and a lively style of writing. The variety of strategies, lesson plans, and active learning experiences allow the teacher to create a flexible and rich program. An important feature of this text is its supplementation of regular student lessons with active strategies including community-based projects, simulation and role playing, and case-study analysis.

12. FIDELER WORLD CULTURES: JAPAN, CHINA, SOUTHEAST ASIA

Authors:	Japan, Forrest R. Pitts; China, Jerry E. Jennings and Margaret Fisher Hertel; Southeast Asia, William Wilmington and Margaret Fisher
Publisher:	Fideler
Publication Date:	Japan, 1985; China, 1985; Southeast Asia, 1984.
Grade Level:	6-9
Materials and Cost:	Student text, hardbound, approx. 190 pp, $10.96; teacher's guide, softbound, approx. 45 pp, $8.96; unit tests, $1.96; discovery sheets (duplication masters), $9.95; discovery cards, $5.95
Subject Area:	World cultures, area studies, Asian studies

Overview

Japan, China, and Southeast Asia are three volumes in the Fideler Depth-Study Textbooks on world cultures, a series designed to help meet the needs of students working at various ability levels. Each text is arranged around the following basic concepts: land and climate, history and government, people and their way of life, and earning a living. The volume on Southeast Asia contains an additional focus on the individual countries in that geographic region. The standard organizational format facilitates student comparison of one culture with another. The concept structure also allows teachers to select concepts they wish to teach and to teach concepts in any sequence. Special sections in each volume focus on needs, great ideas, and such unique features of each country or region as language, communism, and the role of women. A separate skill-development section is contained in each text. Numerous large photographs, many in color, illustrate the texts. Each student text is accompanied by a teacher's guide and packet of unit tests.

Required or Suggested Time

Student texts in this series are divided into four or five main parts, plus an end section containing special features and a short skill manual. A classroom rotation plan included in the teacher's guide suggests that each volume may be covered in its entirety in a nine-week period, thus indicating that two volumes would be suitable for a one-semester course, four volumes for a year-long course. This reviewer feels that, with careful selection of activities, three volumes may be covered in a one-semester course. Each main part is divided into two to four subsections ranging from five to ten pages each. A main section may be covered in one week.

Intended User Characteristics

The publisher reports that these texts have been designed to meet the needs of students at various ability levels. Our application of the Fry readability formula indicated a reading level range of grade 6 to grade 9, with a median level of grade 8. A comprehensive glossary is included in each text. New vocabulary words are high-

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Data sheet by Lynn Parisi.

lighted by asterisks for reference in the glossary.

Rationale and General Objectives

Each of the three volumes is intended to combine in-depth information for exploring such major concepts as history, geography, society, and economics with creative activities and questions designed to promote critical thinking and decision making. A one-page section of questions and activities emphasizing research and thinking skills concludes each text part. Knowledge and skill objectives are not presented in the student text. However, the teacher's guide provides lesson plans for each subsection of the student text. For each lesson plan, an overall focus question and a series of objectives are provided.

Content

Each text in this series is divided into four main parts covering one of the following central concepts: land and climate, history and government, people and their way of life, and earning a living. The Southeast Asia text has an additional part which provides capsule summaries of each of the ten countries in this region.

An extensive end-matter section in each text contains several common features: a "Great Ideas" section, a glossary, and a skills manual. Other end-matter features vary from book to book. China contains short sections on Taiwan, the Chinese language, the changing role of women, shaping public opinion in China, and communism. Both China and Southeast Asia contain an additional section on basic human physical, social, and spiritual needs.

Teaching Procedures

A short paperbound teacher's guide is provided with each student text. Lesson plans follow a standard format: one or two overview questions are followed by a list of objectives and suggestions for introducing the unit. Introductory questions focus on locating the country, examining pictures, and assessing prior student knowledge. Additional sections in the lesson plan relate study, review, and discussion questions to specific pages in the student text. Vocabulary new to the unit is highlighted and keyed to the page on which it appears. Three or four extension activities, many revolving around supplementary discovery sheets and discovery cards available with the program, are provided, as are several evaluation methods, including the use of the unit tests included in the program package. Questions and activities within each student text are concentrated in one-page sections at the end of each main part and in a special skills manual at the end of the text.

Evaluative Comments and Suggestions

The Fideler series offers a comprehensive although standard cultural-studies treatment of Southeast and East Asia. Treatment of China focuses on life under communism, with perhaps slightly heavier emphasis on the negative rather than the positive aspects of life and change in that country. Treatment of Southeast Asia could place more emphasis on less-developed and developing nations. Little attention is devoted in any of the texts to the country's or region's economic or political role in the world or to its relations with other countries. The use of black-and-white and occasionally poor quality photographs in the Japan and Southeast Asia texts gives these books a somewhat dated appearance.

13. FREE ENTERPRISE TODAY

Authors:	H. Craig Petersen and W. Cris Lewis
Publisher:	South-Western
Publication Date:	1985
Grade Level:	9-12
Materials and Cost:	Textbook, hardbound, 508 pp, $11.55; student supplement, $5.00; tests, $.80
Subject Area:	Economics

Overview

Free Enterprise Today is a sound, well-written, standard high school economics text. "Free Enterprise" in the title does not portend any deviation from the usual economics books. Like most high school economic texts, it covers most of the micro- and macroeconomic content of college economics texts, omitting much of the technical detail, simplifying concepts and explanations, and adding more personal, or consumer, economics than is contained in most college texts.

Numerous pertinent teaching aids and student aids are included at the beginning, interior, and end of chapters, including introductory questions and previews, "instant replays," summaries, learning activities, reviews of facts, and questions for discussion.

Required or Suggested Time

The text is designed as a basal text for a full one-year course. There are 29 chapters of approximately equal length, averaging about 16 pages, including introductory and chapter-end materials. The chapters are sufficiently independent to make possible various patterns for a one-semester course; however, the authors do not suggest what the content of a one-semester course might be.

Intended User Characteristics

While results of the Fry test of reading level ranged rather widely, the text is so clearly written that it could be used from grades 9 through 12. It seems to be designed for average students, without special provisions for slow or advanced students.

Rationale and General Objectives

The text covers the material usually covered in a high school economics text. That is, it is a somewhat simplified version of college economics texts, using fewer graphs and less technical terminology and giving more attention to what is sometimes called consumer or personal economics. As with most economics texts, its stated purpose is to make students "better able to function as a consumer, worker, and citizen."

The title, Free Enterprise Today, does not represent a departure from the usual content of high-school and college texts. Rather, it is a reflection of the current interest in teaching economics with an emphasis on free enterprise. "Free enterprise," which is usually equated with "the market system," is treated in the text as it is usually treated in American economics texts, with descriptions of circumstances under which use of the market system is or is not appropriate

Content

The book covers much of what is usually covered in macro- and microeconomics texts. Unit 1, with four chapters, is an introduction to the market system, to the problem of choice in a world of scarcity, to the nature of markets, and to the nature of prices and costs. Units 2 and 4 cover much

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Data sheet by Irving Morrissett.

of microeconomics. Unit 2 deals with equilibrium prices, profits, entrepreneurship, competition, and market power. Unit 4 covers business enterprise and financing, production and marketing of goods, and labor unions. Unit 3 is devoted to money and the banking system, while two chapters in unit 2 add inflation and growth to this macroeconomic content. Unit 6 cuts across macro- and microeconomics, dealing with taxes and government in the economy. Unit 5 emphasizes the role of the individual in the economy, covering the topics of earning a living, getting a job, spending money wisely, and borrowing, saving, and investing. As with most economics texts, the important topics of international trade, economic systems of other countries, and the economics of less-developed countries are covered in the concluding chapters (unit 7), where they may or may not be reached before the end of the semester or the end of the year. Admirers of Adam Smith will approve the cogent references to that perceptive genius on pages 42-43 and 251, and wonder what the authors could have had in mind by including the anecdote on pages 43-44.

Teaching Procedures

Numerous aids to the teacher and student are contained in the text. Section headings within chapters are well chosen and well placed. Each chapter begins with several questions to "Focus Your Reading" and a "Preview." Several "Instant Replays" are contained at intervals in each chapter, summarizing the preceding pages, and a chapter summary of a half-page or so is given at each chapter end. Also at each chapter end are learning activities: "Building Your Vocabulary," "Reviewing the Facts," and "Expressing Your Opinion." A student supplement and student tests may be purchased; these were not reviewed for this report.

Evaluative Comments and Suggestions

This is a well-written, rather standard, high school economics text. If well taught and well learned, it should give students a good picture of how the American economy works. The omission of some of the more technical aspects of both micro- and macroeconomics and the addition of the more personal aspects of economics, as in unit 5, are both plusses. The relatively few charts and tables that are included are well chosen and well presented. The boxed practical applications--for example, "Loan Sharks" and "Tax Cheaters and the International Revenue Service"--may stimulate student interest, whereas the occasional miscellaneous photographs may or may not do so. The format is pleasing and the glossary and index at the end are useful. Teachers who want to do something out of the ordinary are on their own.

14. GLOBAL STUDIES: AFRICA

Editor: Jane Martin
Publisher: Dushkin
Publication Date: 1985
Grade Level: 9-12
Materials and Cost: Student reader, softbound, 256 pp, $8.95; supplementary booklet, softbound, 24 pp, free
Subject Area: Social studies, global education, area studies, geography

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Overview

This comprehensive volume provides regional essays, maps, country reports, statistical summaries, and current world press articles on the geographical, cultural, and sociopolitical aspects of the regions, countries, and peoples of Africa. Each of the five regions of Africa--North Africa, Central Africa, West Africa, East Africa, and Southern Africa--is treated in a separate section. The articles, most of which originally appeared in national or international newspapers or periodicals, have been chosen for currency, interest, and the differing perspectives that they bring to a particular region. A glossary and chronology of recent events are included.

Required or Suggested Time

The text is organized into five major regional sections, each containing between four and ten selections. Although no guidance is given on how much time is to be allotted to each chapter, there is ample material for a semester course in African studies. However, because of the text's high reading level, teachers may want to create a year-long course by providing supplementary readings and extension activities.

Intended User Characteristics

The materials in this book are suitable for high school students of above-average ability. A Fry analysis showed a high readability level, ranging from grade 12 to grade 17. While the reading is fairly dense, selections are of high interest, fairly brief, well accompanied by visual aids, and organized under boldface subheadings. Each of the article selections is preceded by a "Topic Guide" indicating the main theme(s) of the articles appearing in that section. Readers wishing to focus on a particular aspect of life or culture may refer to the "Topic Guide" to find the articles that deal with that subject. An additional aid to readers is a glossary that provides a quick reference to the specialized vocabulary of the area under study and the standard abbreviations used throughout the volume.

Rationale and General Objectives

Publishers of the Global Studies series state that it is their aim "to provide the background information necessary to respond to the realities of our Global Age." This first edition of Global Studies: Africa, like other Global Studies volumes, "is intended to provide the most current and useful information necessary to understanding the events that are shaping the cultures of Africa." Effort is made not only to present an in-depth look at each African region, but also to encourage comparison between and contrasts among the regions. Controversial topics and author viewpoints encourage critical thinking, analysis, evaluation, and the development of informed opinions.

Data sheet by Leslie Hendrikson.

Content

The readings in Global Studies: Africa are arranged according to five major regions of Africa. An introductory section, "Africa: The Struggle for Development," includes a narrative essay on the African continent as a whole, focusing primarily on tradition and change, the troubled present, the evolution of Africa's economies, problems of government, and causes for optimism. A current chronology of events and six world press articles precede the first regional section, "North Africa: Changing Islamic Cultures," which focuses on the common geography and culture of Morocco, Algeria, Tunisia, Libya, and Egypt. The third section, "West Africa: Building on Traditional Links," presents a general narrative detailing West African vegetarian and climatic zones, the links of history and trade, migration into the region, and the progress of West African integration. The fourth section introduces the Central African region through articles that emphasize the diversity of the region, geographic distinctiveness, links to France, and efforts at cooperation. Articles in the fifth section focus on East Africa's mixed inheritance; cattle herding societies; Islamic influence; Ethiopia, Sudan, and the Horn; the people of East Africa; and neighboring islands. The final regional section, "Southern Africa: Destabilization Obstructs True Independence," traces developments in that region since the beginning of white immigration during the 17th century. Many of the articles in each section are accompanied by charts, graphs, and illustrations.

Teaching Procedures

Although there is no instructor's guide designed to accompany this volume, a separate booklet intended for use with Dushkin's Annual Editions publications--Using Annual Editions in the Classroom--gives ideas for integrating the articles into classroom instruction. Global Studies: Africa may be used as a supplementary reading, as a basic text, as a starting point for student research, for independent study, and/or for extra-credit work. Because the publishers plan to issue updated versions as new material becomes available, the book can be used to keep courses current, especially when used with regular student textbooks.

Evaluative Comments and Suggestions

Global Studies: Africa is a well-organized, well-conceived resource for teaching about Africa at secondary and post-secondary levels. It presents a balanced, current, and in-depth picture of each of five major regions of Africa, as well as contrasting perspectives and controversial topics which can be used to stimulate comparative analysis and critical thinking. While designed primarily as a supplementary resource, it is this reviewer's opinion that the text could be used as the primary text for African or area studies coursework. While the writing style requires a fairly advanced student audience, it is this reviewer's belief that the book's organization, the inclusion of instructional and visual aids, and the use of high-interest materials compensates for reading difficulty, making it an excellent resource for highly motivated or interested secondary-level students.

15. GREAT TRIALS IN AMERICAN HISTORY: CIVIL WAR TO THE PRESENT

Authors:	Lee Arbetman and Richard Roe
Publisher:	West
Publication Date:	1985
Grade Level:	8-12
Materials and Cost:	Student text, softbound, 209 pp, $7.95 (discounts available if purchased in volume); teacher's resource guide, softbound, 148 pp, $3.45
Subject Area:	U.S. history, government, civics

Overview

Great Trials in American History: Civil War to the Present is an adaptation of a four-volume series written by Andrew David and published by Lerner Publications in 1979 and 1980. The authors envisioned their book to be used primarily as supplementary material in U.S. history, government, and civics courses. Great Trials presents 15 cases selected from among the nearly 30 trials and cases in the original publications. The authors have also written a useful teacher's resource guide that includes additional substantive legal and historical material on each case. A reference table, keyed to major publishers' textbooks in history, government, and civics, suggests areas in which each of the cases could fit into the curriculum. The materials in the student text are quite readable and of high interest.

Required or Suggested Time

Great Trials was conceived to be used as supplementary material in junior and senior high school U.S. history, government, and civics courses. There is no required or suggested time for using the materials. Each trial or case study could be used as a one- or two-day class assignment/activity or as the basis for more in-depth study of the legal issues arising from the cases.

Intended User Characteristics

Using the Fry readability formula, this reviewer found that the average reading level of the student text is below grade 11. This finding suggests that if the material is used with junior high school students, the teacher must be aware that some students may require special help in reading and comprehending certain passages in the text. Average high school students should have little trouble reading the text.

Rationale and General Objectives

The authors believe that "our system of law has significantly affected the course of American history. By the same token, historical forces have affected the way laws have been written, interpreted, and enforced. . . . Law and history," they continue, "are so closely interwoven that it is impossible to separate one from the other." By focusing on the 15 great trials included in the text, students will gain a greater understanding of this relationship. In addition, since "every law we have reflects in some way a value or set of values that we hold as a people," and since "in the great trials recounted in this book, basic values were almost always at issue," students will better appreciate "the process of resolving such value conflicts," and

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Data sheet by James R. Giese.

thus more completely understand American history and government.

Content

Fifteen landmark trials and cases comprise Great Trials in American History. Each case not only greatly aids our understanding of the specific time period of which it was a part, but because the issues and value conflicts presented by the cases are virtually timeless, they are also relevant to the recent past and to the present. The trials and cases include the Milligan case (1866), the trial of Johnson Whittaker (1880), the Scopes trial (1923), the court-martial of Gen. Billy Mitchell (1925), the trials of the Scottsboro Nine (1933), the Korematsu case (1944), the trial of the Rosenbergs (1951), the Brown decision (1954), the Mapp case (1961), the Gideon decision (1963), the Escobedo and Miranda decisions (1964 and 1966), the Gault case (1967), the trial of the Chicago Eight (1968), the court-martial of Lt. William Calley (1970), and the Bakke case (1978).

Each of the fifteen trials begins with a brief but thorough section containing background information that places the trial in its proper historical perspective. Following this section is a highly readable and interesting narrative of the case itself. The case includes background material on the people involved, relevant facts, arguments presented by each side, and the decisions made at every level of the judicial process. Specific law-related vocabulary words appear in boldface type in the text and are defined in an extensive glossary. Photographs and editorial cartoons heighten the visual appeal of the text and are useful as well.

The teacher's guide does not repeat material found in the student text. Instead, the guide contains extensive legal and historical commentary designed to help the teacher place each trial in its proper historical and legal perspective.

Teaching Procedures

Great Trials has been designed for easy use by teachers. Each chapter consists of roughly ten pages of high-interest reading. The reading is followed by a series of seven to ten questions which require students to perform thinking skills at all levels of Bloom's taxonomy. The first two or three questions in each series require student recall and comprehension of the facts of the case. The next few questions involve assembly and analysis of the legal arguments presented by each side in the case. The final questions encourage students to assess the impact and further application of the court decisions and to judge the public policy implications of each case. Finally, the authors encourage teachers to use, where appropriate, simulations, small-group work, and community resource persons as alternative strategies for presenting the materials.

If students have had little exposure to law-related education, or if the course into which Great Trials is infused does not otherwise include extensive legal content, the authors suggest that teachers spend several class periods on such topics as the nature of law, reasons for law, and differences between civil and criminal procedures, among others.

Evaluative Comments and Suggestions

Even teachers who have little experience with law-related education should be able to use these materials with cofidence. The teacher's guide includes virtually all the background material necessary to understand the legal issues involved and goes well beyond the student text in explaining those issues. The trials and cases contained in Great Trials will serve as high-interest vehicles for teaching about the U.S. Constitution, the Bill of Rights, and the changing interpretations of those bodies of law.

16. HISTORY OF THE WORLD, A

Authors:	Marvin Perry and others
Publisher:	Houghton Mifflin
Publication Date:	1985
Grade Level:	10-12
Materials and Cost:	Text, hardbound, 896 pp, $20.25; teacher's manual, softbound, 233 pp, $9.81; workbook, softbound, 156 pp, $5.49; resource book, softbound, 218 pp, $35.64; tests, softbound, 102 pp, $66.72; test bank, softbound, $63.00; test generator, software, $165.00
Subject Area:	World history

Overview

A History of the World provides a comprehensive overview of the scope of world history although it emphasizes Western civilization. It is designed for use in a variety of formats including Western and non-Western, ancient and medieval, and 20th-century history semester courses. In addition, organizational patterns for one-year courses in world history or modern history are provided. The materials combine recall questions with the use of original sources and critical-thinking activities.

Required or Suggested Time

This text is designed for flexible usage. Suggested chapter groupings are provided for one-year survey courses in world history and modern history. One-semester patterns are suggested for courses in Western and non-Western, ancient and medieval, and 20th-century history. The text contains eight units divided into 39 chapters. It is important to note that the authors have attempted to address the time issues by providing two short survey sections, "The Foundation of Western Civilization" and "The Shaping of the Modern World," which allow users to review ancient and medieval history and the period from the Renaissance to the beginning of the 20th-century in order to focus on the modern era. This is an especially attractive feature, given the failure of many world history courses to address the modern world.

Intended User Characteristics

The text is intended for use with secondary students. A Fry readability analysis indicated that readability varied from grades 8 to 11, which makes it suitable for the target audience. Readability is enhanced by the use of italics to highlight vocabulary words, a comprehensive glossary, and vocabulary-building activities in the workbook and text. The comprehensive nature of the text and support materials, clearly specified objectives, and range of instructional activities suggest that no special teacher training would be required to use these materials.

Rationale and General Objectives

The authors' goal is to assist students to gain an "understanding of the past and awareness of the contributions of many peoples." Specific content objectives are provided for each chapter. While skill objectives are not provided for each chapter, such objectives are indicated for specific activities in the support materials. Emphasized skills are vocabulary development, map reading, critical thinking, communication, and research.

Data sheet by Dale Greenawald.

Content

A History of the World contains topics found in most traditional world history texts. It focuses primarily upon Western civilization with some attention given to developments in non-Western regions. Unit 1 examines the rise of Western civilization from the Stone Age through the river civilizations to the classical civilizations of Greece and Rome. Unit 2 focuses upon Western civilization during the Middle Ages. Unit 3 examines the classical civilizations of the Middle East, India, China, Japan, Africa, and the Americas. Unit 4 returns the focus to Europe during the transition to the modern world. Unit 5 likewise focuses upon Europe during the age of revolution, nationalism, and industrialization. Unit 6 expands the focus to Asia and Africa during the age of Imperialism. Unit 7 examines the crisis in Western civilization exemplified by the world wars and totalitarian revolutions. Unit 8 addresses the Cold War and contemporary developments in Europe, Asia, Africa, the Americas, and the Middle East.

Teaching Procedures

A History of the World and its support materials use a wide range of teaching strategies. Large-group class discussion, analysis of original sources, research, reading, analysis of maps, simulations, writing, debates, oral classroom presentations, panel discussions, and analysis of pictures represent only a few of the activities suggested. Unfortunately, for teachers who are not experienced in the use of simulations, the directions for these activities are often insufficient. Teachers should be aware that students often have difficulty assuming their roles because they lack sufficient knowledge of the characters they play. In addition, teachers should be reminded that debriefing which is focused upon the objectives for the activity is essential. Student writing is stressed throughout and essay questions are accompanied by sample essays to use in evaluating student work. The materials are organized to facilitate instruction. The texts units and chapters are previewed with illustrations and an overview that identifies topics to be developed. Each chapter includes a world map and timeline to assist students in placing the material covered in a geographic and historic context. Chapter and unit reviews are provided, as is a skill-development activity for each unit. Each chapter of the teacher's manual begins with an overview, objectives, vocabulary, and bibliography, followed by suggested activities for each section in the chapter. The student workbook emphasizes content review; the resource book gives more emphasis to reading primary sources and skill development.

Evaluative Comments and Suggestions

This text and its support materials are more concerned with skill development than are most texts in this subject area. Its use of original sources is commendable, as are the attempts to build vocabulary and analytical skills. In this reviewer's opinion, the amount of space devoted to Europe is unfortunate, but typical of most "world" histories. The attempt to link past and present by having students identify influences of the past upon the present is commendable and might provide a valuable avenue for expanded activities. The absence of a strong global perspective showing interrelationships of regions across time is also fairly common among world history texts. Teachers who wish to emphasize developing a global perspective will find useful activities and questions in the program components but will also need to provide additional information which would help students to make some of the connections which are implicit in the text. The extensive high-quality support materials are a major factor favoring this text, as is its flexibility.

17. ONE FLAG, ONE LAND

Authors:	Richard C. Brown and Herbert J. Bass
Publisher:	Silver Burdett
Publication Date:	1985
Grade Level:	7-9
Materials and Cost:	Text, hardbound, 756 pp, $18.15; teacher's annotated edition, hardbound, 852 pp, $18.90; student workbook, $3.24; teacher's planning guide, $6.35
Subject Area:	U.S. history

Overview

One Flag, One Land is a U.S. history text designed for junior high school students. It is the final text in a series, The World and Its People, which uses an expanding-horizons framework. It provides a comprehensive look at U.S. history using a traditional approach which emphasizes political and economic history. Eight units which are divided into 31 chapters utilize a chronological approach which takes students from the prehistoric settling of America by immigrants from Asia to President Ronald Reagan's second election and prospects for the future of the United States. Most of the eight units cover approximately 50 years of American history. The units deal with the major political, economic, and social issues of each era. An effort is made to include the contributions of minority group members and women. Each unit after 1750 ends with a section on how Americans of that period lived. The text is extensively illustrated with colorful graphs, maps, photographs, reproductions of art, cartoons, and original drawings.

A teacher's resource package includes a planning guide which provides themes, goals, chapter projects, teaching suggestions, supplementary information, and suggestions for remediation and enrichment activities for each chapter. Also included are worksheet masters in vocabulary readiness, place geography, and skills extension; outline map masters; test masters; and masters for letters to parents which suggest activities to involve them in topics their children are studying in U.S. history. The student workbook emphasizes activities designed to increase vocabulary and reading comprehension and graph and map reading skills.

Required or Suggested Time

One Flag, One Land is designed for a one-year course. A timetable for covering the text is not included. Each of the 31 chapters provides ample material for one week's work. The 31-week format offers enough leeway to pursue special projects, enhancement activities, and term evaluations. The amount of time to be spent on readings, discussions, and activities is left to the discretion of the teachers.

Intended User Characteristics

A Fry readability analysis showed a range from grade 5 to grade 7+. Average readability level was grade 6. Important vocabulary words are introduced in special boxes at the beginning of each chapter and within the chapters; paragraphs are relatively short; and frequent illustrations, maps, and checkup questions break up the reading material.

Data sheet by Irene Stoller.

Rationale and General Objectives

As part of the series, The World and Its People, One Flag, One Land was designed "to help students understand themselves and the world around them and to instill in them the knowledge and skills necessary for responsible citizenship." Factual materials and activities designed to involve students are emphasized. Lesson checkups, chapter and unit reviews, and chapter tests are designed to ensure that students are learning the materials.

Content

The textbook includes eight units and 31 chapters. The units are arranged chronologically and cover: (1) the precolonial and colonial periods; (2) the road to the American revolution and the early period of independence; (3) expansion of the new nation westward; (4) the Civil War and its aftermath; (5) the growing power of the American economy in the late 19th century and the impact of immigration; (6) the beginning of world leadership in the early 20th century; (7) prosperity, depression, and World War II; and (8) America's role in a changing world following World War II. Of the 31 chapters, 1 covers the prehistoric period, 8 deal with the period from Columbus to the beginning of the 19th century, 12 chapters cover the 19th century, and 10 cover the 20th century. Internal development of the United States is emphasized in the earlier units and America's role in the world is emphasized in the later units.

Throughout the text are checkup questions designed to help students assess their progress. Each chapter concludes with a chapter review which includes key facts, a vocabulary quiz, review questions, and activities as well as a skills-development section which focuses on a specific skill in each chapter. Separate color-coded inserts cover topics of special interest and each president. At the end of each unit is a unit review which asks students to recall and/or synthesize material presented in the text.

The full texts of the Declaration of Independence and the U.S. Constitution are included. A biographical dictionary provides brief information about important people in U.S. history. A glossary of important terms and an index conclude the text.

Teaching Procedures

Extensive assistance is provided to teachers using this book. In the teacher's edition, crucial sentences in the text are underlined and discussion topics, questions, and supplemental information are provided. The teacher's planning guide presents suggestions for beginning each unit as well as a specific theme and activities for each chapter. Both activities requiring factual knowledge and activities emphasizing synthesis are included, although the greatest emphasis is on acquiring factual knowledge. The teacher resource package also includes worksheet masters, outline map masters, test masters for tests including both objective and essay questions, and masters of possible letters to parents.

The student workbook provides a variety of activities designed to develop vocabulary and skill in reading visual aids as well as retaining factual information presented in the body of the text.

Evaluative Comments and Suggestions

One Flag, One Land is a well written and illustrated history text which utilizes a traditional approach to U.S. history. Its major focus is on political and economic history. An effort is made to integrate the perspectives of women and minorities into the text, but sometimes this material clashes with the viewpoint offered in other sections which are centered on more-traditional topics.

18. OUR LAND, OUR TIME: A HISTORY OF THE UNITED STATES

Editor:	Joseph R. Conlin
Publisher:	Coronado
Publication Date:	1985
Grade Level:	11
Materials and Cost:	Text, hardbound, 850 pp, $18.54; teacher's edition, hardbound, $23.04; teacher's resource book (three-ring binder includes transparencies, computer test generator, teacher's workbook, and test booklet), $120.00; pupil workbook, $4.95; teacher's workbook, $7.26, test booklet, $3.51; test generator kit, Apple, $27.48
Subject Area:	U.S. history

Overview

Our Land, Our Time is a beautifully constructed basic textbook in United States history intended for courses at the senior high level. The materials are particularly strong in the areas of maps, graphics, artwork and pictures, and in their emphasis on student skills. The textbook incorporates many higher-level student skills in end-of-chapter and end-of-unit teaching suggestions. Such skills include summarizing, comparing and contrasting, drawing conclusions, interpretation, empathy, inference, and synthesis. In terms of its content, the text is weighted heavily toward political, economic, and diplomatic history (tending to deemphasize social and cultural history). Compared to other such books on the market, Our Land, Our Time includes much law-related content. Although heavily traditional in content, the pictures and artwork and special features embellish the book in terms of social and cultural history.

Required or Suggested Time

There is no required or suggested time for use of Our Land, Our Time. Nevertheless, the 10 units and 34 chapters that comprise the text provide ample material for a one-year course in United States history. Each chapter is composed of from three to five sections, each of which may be used for a one-day lesson. In addition, the many end-of-section and end-of-chapter assignment suggestions provide ideas for enrichment and further student work.

Intended User Characteristics

According to a composite readability test which includes index scores from the Fog, Flesch, and Smog indexes, the average reading level of this textbook is grade 11 while the range runs from grade 9 to grade 12. According to the Fry readability formula, the average reading level of this textbook is grade 11 while the range runs from grade 9 to grade 16, the latter reading sample being drawn from a section that discusses industrial mining. While the reading level is acceptable for students of average and above-average reading abilities, the teacher should be warned that some students may have difficulty with some sections of the textbook.

Rationale and General Objectives

According to the author, Our Land, Our Time is designed "to convey to students the excitement and importance of America's story." Each unit is prefaced by a two-page overview. "Basic unit concepts" are listed and

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Data sheet by James R. Giese.

then the learning objectives (emphasizing "history generalizations" in particular) and study skills are listed in detail. Each of the "Making Connections" sections which preface each chapter sets the stage for the chapter, provides a specific list of ideas to look for as the students read, and reminds students of what presumably has been learned in previous chapters. The author and publisher suggest that the design of the book promotes easy student perception of learning objectives because those objectives are made explicit up front and objective checkpoints punctuate each chapter.

Content

The content of Our Land, Our Time is rather typical of eleventh grade United States history books. The text is organized in ten units which are composed of 34 total chapters. The content ranges from pre-Columbian America to the quite recent past. In terms of chronological coverage, the book contains four chapters on the period from pre-Columbian times to 1763, seventeen chapters on the period from 1763 to 1900, seven chapters on the period from 1900 to 1945, and five chapters on the period after World War II. The primary emphasis is therefore on the 19th century and before (68 percent) while 32 percent of the text is devoted to the 20th century. Based on an analysis of section content, the text must be said to be heavily political, economic, and diplomatic in its content. Roughly 50 percent of the book is devoted to political topics, including military affairs and wars. Economic history and geography comprise about 18 percent of the content and 16 percent of the book is devoted to foreign affairs and diplomatic history. Roughly 10 percent of the book is devoted to social history topics and only 7 percent deals with intellectual or cultural history. The special features of the text do tend to balance some of the political content with topics from social and intellectual history.

Teaching Procedures

No special teacher training is required for using Our Land, Our Time. The basic pedagogical approach is based on the assumption of student reading and recitation and discussion. In addition, many suggestions for discussion questions are included in the teacher's edition of the text and an array of special student research projects are suggested. Each chapter section is designed to be the basis for one day's work and each section is followed by a series of review questions that check on student progress. End-of-chapter review sections introduce timeline questions, the skill of emphasis in that particular chapter, the application of that skill, a text review, two or three critical-thinking questions, and most often a writing exercise. The publisher also provides a student workbook and a set of test questions. Finally, the publisher makes available to the teacher a three-ring binder of overhead transparencies of maps, charts, and graphs for use in class. These transparencies are colorful and generally quite well done and useful. In addition to the transparencies, the binder also contains a computer test generator (available for both Apple and IBM operating systems) and an annotated copy of the U.S. Constitution.

Evaluative Comments and Suggestions

No evaluation information is available on Our Land, Our Time. The reader should be aware that a two-volume edition of Our Land, Our Time is also available, but the two-volume edition differs from the single-volume edition. Volume 1 is geared for junior high school in terms of its reading level, while volume 2 is geared for the senior high level. The peripheral materials have also been divided and are consistent with the split volumes of the textbook.

19. PERSPECTIVES

Editor:	Patricia Bandy
Publisher:	Close-Up Foundation
Publication Date:	1985
Grade Level:	10-12
Materials and Cost:	Student textbook, softbound, 277 pp, $9.00
Subject Area:	Political science, government, civics, current events

Overview

This compilation of 80 articles, case studies, and student activities is designed to acquaint high school students with American political processes and institutions. Original articles were written by Republicans, Democrats, liberals, conservatives, private citizens, and public officials. Although intended to supplement standard government texts, this reader could also be used as a basic text.

Required or Suggested Time

The text is divided into nine chapters of approximately 20 pages each. Each chapter contains from four to ten readings plus a case study and a number of activities. Used in its entirety, each chapter should take between one and two weeks. However, chapters are designed as selections of readings on various aspects of a certain topic. Within a given chapter, readings are not necessarily related to each other nor do they follow any progression. Assuming a strategy of selective use of readings, this text would need to be enhanced with lectures and additional readings and activities to form the basis of a one-semester course in political science or U.S. government.

Intended User Characteristics

Articles and activities in this book are suitable for 11th and 12th grade students of average or above-average ability. Articles are introduced by overview paragraphs, set in italics. Each article is accompanied by a variety of visual aids, including photos, charts, political cartoons, and significant quotes. A number of articles are presented in interview format. A Fry analysis indicated reading levels ranging from grade 11 through grade 15, with an average of grade 12. Key terms are italicized within the text and are often defined within the context of the reading. A glossary at the end of the book provides further definition.

Rationale and General Objectives

The format and content of *Perspectives* are designed to reflect the goals of the publishing organization, the Close-Up Foundation: to encourage students to form informed ideas and opinions and to take an active part in the democratic process. The publisher stresses in the introduction that there are no simple questions or absolute answers in the study of government. Rather, there are countless perspectives. Thus, the articles in this compilation provide a balanced picture of American government and the American political process. Case studies are included to illustrate how government actually works to reach decisions on specific, contemporary issues.

Content

Perspectives is divided into nine chapters covering the presidency, the federal bureaucracy, the Congress, the Supreme Court and judiciary, interest groups, the media, decision making, the electoral process, and federalism. Each

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Data sheet by Lynn Parisi.

chapter contains from four to ten articles written by prominent representatives from the government, media, or private sector. Representative authors are former President Gerald Ford, Chief Justice Warren Burger, journalist Tom Wicker, lobbyist Michael Ware, President Ronald Reagan, and Senator Robert Dole. Chapter 1, "The Presidency," contains articles on presidential personalities, presidential decision making, and the relationship between the chief executive and Congress. Chapter 2, "The Federal Bureaucracy," covers government regulation and overregulation, the defense budget process, and relationships between the executive branch, the cabinet, and the bureaucracy. Chapter 3, "Congress," includes articles on congressional leadership, decision making, the budget process, how a bill becomes a law, responsibilities of a congressman, and legislative veto. Chapter 4, "The Supreme Court and the Judiciary," looks at the workings of the Supreme Court, the effects of the Supreme Court on the trial judge, how a case reaches the Supreme Court, the state of criminal justice, judiciary structure, and the relationship between the courts and Congress. Chapters 5 and 6, on special interest groups and the media, contain articles focusing on the definition of a lobbyist, the role of lobbying in a democracy, effective lobbying, specific lobbyists and their interests, free press, the president and the press, the art of cartooning, and the impact of the media on public opinion. Chapter 7 contains five articles on political decision making. Chapter 8, "The Electoral Process," includes articles about campaigning, PACs, political parties in the U.S., and the role of the media in the electoral process. The final chapter looks at federalism.

Teaching Procedures

No specific materials are provided to assist the teacher in using this resource. Articles and case studies are easily incorporated into a lecture/discussion class format. Activities, which basically check understanding and mastery, may need to be supplemented by a variety of enrichment projects.

Evaluative Comments and Suggestions

Perspectives is a well-conceived and well-organized resource for teaching contemporary American politics or American government at the high school level. It presents a multi-dimensional, balanced picture of the American political process and its major actors. Articles have been written specifically with a high school audience in mind and thus are readable and understandable at that level. Effort is made to explain complex or unfamiliar concepts within the context of the article. The annual revision of this text ensures that case studies and information and issues treated in the articles will be familiar and relevant to students. If used as a basic text for a political science or government course, this reviewer recommends that efforts be made to supplement the readings and activities with enhancement activities and projects. Current-events activities could be easily developed on topics covered in the text; charts, graphs, and cartoons included in the readings lend themselves to skill activities.

20. REASONING WITH DEMOCRATIC VALUES: ETHICAL PROBLEMS IN UNITED STATES HISTORY

Authors:	Alan L. Lockwood and David E. Harris
Publisher:	Teachers College Press
Publication Date:	1985
Grade Level:	9-12
Materials and Cost:	Student text (2 volumes), softbound: vol. 1, 206 pp, $8.95; vol. 2, 319 pp, $11.95; teacher's guide, softbound, 167 pp, $11.95
Subject Area:	U.S. history, values education, ethics

Overview

The 49 thought-provoking episodes provided in these volumes are designed to supplement themes covered in existing secondary-level U.S. history courses. In addition, the authors state that the episodes will be of great value in ethics courses. Episodes for each major historical period are presented. A major aim is to help students understand and develop social responsibility. Specific goals are to help them develop higher-level thinking and discussion skills in decisions involving democratic values. Volume 1 presents historical episodes beginning with the colonial era and ending with Reconstruction; volume 2 starts with the era of expansion and reform and ends with problems Americans face today. The teacher's guide provides detailed guidelines for integrating the stories into the existing curriculum. Teaching strategies are primarily reading, discussing, writing, and dramatizing. Each story usually takes one to two class periods depending on the activities chosen.

Required or Suggested Time

The supplementary materials are designed to be infused into a year-long history curriculum. The authors state that "the curriculum could form the basis of an entire course; however, most teachers have found it more appropriately used as supplementary material."

Although arranged chronologically, the episodes can be selected by the teacher to use in or out of sequence. Choosing episodes that have a relationship to a theme covered in a U.S. history course, the teacher can select as few or as many of the episodes as desired. The authors suggest, however, that in order to maintain continuity and student interest, at least three episodes a month should be selected and used to reinforce students' knowledge of history covered in text. Time suggested for adequate coverage of each story is one or two class periods or more. Steps a teacher should take for presenting a lesson are provided in the teacher's guide.

Intended User Characteristics

These materials are at secondary grade level in readability using the Dale-Chall Readability Formula, according to the authors. A Fry readability analysis also indicated that they are at the secondary grade level. In addition, the authors indicate that field testing shows they can be used with adults.

The episodes, which focus on eight democratic values (including equality), deal objectively with ethnic groups and women.

Materials are straightforward and require no inservice training. A

Data sheet by Sydney J. Meredith.

question/answer section aimed at administrators and parents is included in the teacher's guide to clarify the teaching approach used to handle value-related issues in the classroom. Episodes and/or activities can be assigned for in or out of class.

Rationale and General Objectives

The authors state that "the principal aim of the discussion of value-laden historical events is the fostering of social responsibility." Specific student objectives are to help students (1) develop more-complex and systematic reasoning about decisions involving democratic values; (2) gain a deeper understanding of important events, people, and issues from the American past; (3) increase their ability to identify ethical values and to analyze situations involving them; (4) demonstrate increased respect for individual rights and responsibilities; (5) improve their ability to express clearly reasoned judgments; and (6) become more-effective participants in productive group discussions of ethical issues.

Content

The two volumes contain 49 episodes of two-five pages each, presented in chronological order. Volume 1 includes 21 episodes which take place from 1607-1876. Volume 2 covers 29 episodes taking place from 1877 to the present. According to the authors, the episodes are designed "to embody conflict over eight democratic values in their historical context: authority, equality, liberty, life, loyalty, promise-keeping, property, and truth."

A four-section sequence of activities intended to help students better understand history, review the episode, analyze social issues, and reason analytically follows each of the episodes.

In addition to providing answers for each episode, the teacher's guide presents introductory information on the rationale and goals of the materials, content and organization, questions and answers about the intent of the curriculum, information on how to teach the episodes, and suggestions for grading and evaluation.

Teaching Procedures

The program is designed to be presented primarily through reading, discussing, and answering questions. Teachers select and then assign to students an episode that will reinforce whatever theme students are studying in U.S. history. A 12-page section in the teacher's guide, "Teaching the Episodes," describes how to select episodes, determine the length and format of the lesson, and how to conduct discussions of ethical issues. A grading and evaluation section presents suggestions for grading and testing students and evaluating the success of the program.

Evaluative Comments and Suggestions

The episodes should stimulate reflection, speculation, and discussion. They will help students see the connections between values and what has happened in the past. The materials provide excellent help for integrating ancillary subject matter into a regular history course. The teacher should not have to spend much time planning how to use this resource, since the teacher's guide provides detailed and explicit information about teaching the episodes as well as handling value issues.

21. TECHNOLOGY FOR TOMORROW

Authors:	Charles F. Williams, Kamiran S. Badrkhan, and Willard R. Daggett
Publisher:	South-Western
Publication Date:	1985
Grade Level:	7
Materials and Cost:	Student text, hardbound, 406 pp, $12.25; teacher's manual, softbound, 76 pp, $2.95 (free with purchase of 5 or more student texts); student supplement, softbound, 122 pp, $2.80; test bank, softbound, 40 pp, $0.85
Subject Area:	Career education, future studies, computer literacy

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Overview

The purpose of *Technology for Tomorrow* is to help students acquire background information on the technologies within which they eventually will live and work. Technological refinements and new applications of technology are considered with respect to their implications for society. Materials accompanying the text include a student supplement which provides vocabulary practice lessons, short-answer and sentence-completion exercises, instructions for student technology projects, and case study analyses targeted to each of the text's 16 chapters. In addition, a test booklet providing a pre- and post-test and 16 chapter tests is available.

Required or Suggested Time

The text is organized into five parts and 16 chapters. Although no specific timetables are given per chapter, the text contains sufficient materials for a one-semester junior high school course. Well-illustrated chapters averaging from 18 to 23 pages each can be further developed through the use of discussion questions presented at the end of each chapter, activities in the student supplement, and chapter tests provided in the accompanying test bank. Because of the diverse nature of the book's content, selected sections could be used to accompany lessons in such other subject areas as science and career education.

Intended User Characteristics

The publisher suggests that the program be related to a 7th-grade course sequence that involves "the principles of citizenship, personal development, and career selection." A Fry analysis of these materials indicates readability levels ranging from grade 7 to grade 11, with an average readability level of grade 8. As an aid to student reading, new words and key vocabulary are italicized and defined when first encountered in the text. In addition, a listing of technology terms and chapter summaries concludes each chapter. Numerous illustrations, figures, and photographs offer visual support to the ideas presented. In addition, a glossary is presented at the end of the student text. Although no special teacher training is needed to use the text, familiarity with computers and information systems would be helpful for teaching the final sections on information technology.

Rationale and General Objectives

According to the authors, the purpose of the text is to "establish a

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Data sheet by Leslie Hendrikson.

new outlook for occupational and career-related education and to help students acquire a background and perspectives on the technologies within which they eventually will live and work." Moreover, the authors hope that this knowledge will "help shape the directions of future educational and career choices made by students." The authors claim that the book's approach is an improvement over traditional "smorgasbord" approaches to occupational education, in which "students are led through arrays of information and experiences dealing with a variety of occupations." In contrast, this text is intended to focus on students rather than on jobs or working techniques in order to help students understand the career and job implications of systems of technology.

Content

The five parts that comprise Technology for Tomorrow are diverse in topics and subject content. The introductory section consists of three chapters intended to provide an overview of technological applications with respect to their implications for society. The relationship of technology to change and the dependence of technology upon natural resources are stressed. Part 2, "Physical Technology," contains four chapters dealing with areas of technology that are related most closely to traditional industrial arts education. The third part, "Biotechnology," is intended to illustrate the important effects of technology upon the control of illness and upon expanding agricultural production. The content in Part 4, "Information Technology," can be used to meet introductory-level requirements for computer literacy which have been introduced in some local and state school districts. Overall, the three chapters in this part deal with information as a human resource and with methods for providing required information. The two chapters presented in the final part, "Putting Technology to Work," deal with the development of technologies and with their effects on employment opportunities.

Teaching Procedures

The student text has several features designed to help teachers in the presentation of information. For example, each unit begins with a purpose-setting chart, entitled "Your Learning Job," which outlines student unit objectives and highlights key points in each unit. In addition, each unit concludes with a chapter summary designed to help students synthesize information presented in the unit, a list of discussion items, activity suggestions, and a vocabulary list.

Each corresponding chapter of the accompanying student supplement contains five types of assignments: vocabulary practice, short-answer questions, sentence completion, instructions for completing technology projects, and case studies to which students respond in writing.

Ten of the technology projects involve the construction, growing, or closer study of items by students. As an aid in preparing these projects, the materials and/or equipment needed for each project are described in the teacher's manual, along with procedures to be followed by students. The final part of the teacher's manual contains an answer key for the test bank.

Evaluative Comments and Suggestions

At first glance, these materials appear to be better suited for a biological or physical science class or a computer literacy course than for social studies. However, further examination shows the materials to be fairly interdisciplinary. Because of their interesting diversity of topics and the somewhat "odd" configuration of concepts, the chapters from the student text could be particularly well used to integrate concepts from a variety of disciplines, including career education, future studies, social studies, biological science, industrial arts, physical science, health science, and computer literacy. While some of the information in the earlier chapters seems oversimplified, the later chapters on information technology do an excellent job of presenting complex information in an easy-to-understand fashion.

22. UNITED STATES, THE

Authors:	Jerry E. Jennings, Marion H. Smith, and Walter Havighurst
Publisher:	Fideler
Publication Date:	1985
Grade Level:	6-9
Materials and Cost:	Text, hardbound, 180 pp, $15.94; teacher's guide, softbound, 90 pp, $8.96; discovery sheets, duplicator masters, 56 pp, $9.95; unit tests, 56 blackline masters in four regional envelopes, $6.95; discovery cards, $5.95.
Subject Area:	U.S. history, geography, interdisciplinary social studies

Overview

Written in an easy-to-read, word-picture style, The United States offers a full range of content focusing on the land and climate, people, and ways of earning a living in four major geographic regions of the United States--the Northeast, the South, the Midwest and Great Plains, and the West. Each of the four regional sections is structured around 10 unit concepts from the social studies: a global view of the region, land, climate, people, cities, citizenship and government, the arts, farming, natural resources and energy, and industry. This organization allows students to explore one region at a time or to compare one concept at a time while comparing one region of the United States with another. A "Skills Manual" at the back of the student text helps students with various ability levels understand and develop the following skills: thinking, solving problems, finding information, evaluating information, preparing reports, working with others, and reading and interpreting maps, globes, and charts. The teacher's guide provides detailed lesson plans for each chapter in the textbook. Additional materials include a set of duplicator masters matched to each of the text's major concepts, a set of discovery cards to provide additional activities for students of varying abilities and interests, and four sets of unit tests for use as evaluation measures or study guides.

Required or Suggested Time

The student text, which can be used as the basis for either a one-year basic program or a one-semester supplementary program, is organized into four major sections containing approximately 10 units each. Although no specific timetable is given, teachers could focus on one region per nine-week period (approximately one unit per week) throughout the year. However, because individual chapters consist of self-contained blocks of material, teachers could select particular topics and delete others. Each unit is accompanied by one lesson plan and one unit test. Discovery sheets, discovery cards, and extension activities suggested in the teacher's guide can be used to extend the units.

Intended User Characteristics

Intended for use with students in "the middle grades and junior high," the text is described by the publisher as being written in a "clear, word-picture style that students easily comprehend." A Fry readability analysis of six randomly selected passages

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Data sheet by Leslie Hendrikson.

reveals reading levels of grades 4-7, averaging out at grade 6. Reading aids include a "Problems to Solve" feature presented at the beginning of each chapter and review questions at the end of each chapter. Although vocabulary words are not highlighted and defined in context, a glossary is provided at the end of the text. Large colorful pictures, up-to-date maps, and other visuals offer support to the ideas presented. No special teacher training is needed to use the text.

Rationale and General Objectives

The authors of this material emphasize the following features and objectives: (1) the involvement of students in "thinking experiences... rather than in just reading and memorizing," (2) the use of a "concept-structure" to make the text flexible and easy to use, (3) the provision of an "in-depth" rather than a "survey style" approach to help students explore and compare basic concepts, (4) the inclusion of problem-solving and other activities for students of "various ability levels," (5) the inclusion of such reading and comprehension aids as "image writing," large colorful pictures, and a glossary, and (6) the inclusion of a "Skills Manual" to help students develop basic skills. In the accompanying teacher's guide, specific objectives for gaining understanding, using skills and thinking processes, and clarifying citizenship values and attitudes are given for each unit.

Content

The text is divided into four major sections representing four geographic regions of the United States: the Northeast, the South, the Midwest and Great Plains, and the West. Each of these regional sections is further organized under three major themes: "Part 1: Land and Climate," "Part 2: People," and "Part 3: Earning a Living."

The narrative throughout the text is illustrated with numerous maps and color photographs. Appended are brief sections describing "The Needs of People" and "Great Ideas That Built Our Nation" and a glossary of terms used throughout the text.

Teaching Procedures

The teacher's edition opens with an introduction describing the text's organization and special features. Ten lesson plans are given for each of the four regions studied. Objectives for gaining understanding, using skills and thinking processes, and clarifying citizenship values and attitudes are followed by guidelines and page numbers matching the supplementary materials to student readings. Suggested teaching strategies rely heavily on reading and writing assignments and teacher-directed discussion. Because skills practice and active-learning opportunities are limited primarily to an accompanying box of 3" x 5" "discovery cards," teachers may need to plan their own activities to reinforce unit concepts and skills.

Evaluative Comments and Suggestions

The United States is a well-written, well-illustrated, easy-to-read text presenting accurate information and basic cultural and geographic concepts. Teachers might appreciate more "fun," attractive worksheets, the addition of more varied methods of instruction, and a timetable for presentation of materials. The discovery cards provide excellent active-learning opportunities. The major advantages of this program are its parallel presentation of concepts, which allows students to easily compare regions, and its attractive presentation.

23. WORLD HISTORY FOR A GLOBAL AGE

Author:	Jack Abramowitz
Publisher:	Globe Book
Publication Date:	1985
Grade Level:	9-12
Materials and Cost:	2 texts, softbound, 250 pp and 282 pp, $7.16 each; teacher's manual, softbound, 144 pp, $6.95
Subject Area:	World history, global education

Overview

World History for a Global Age is a year-long world history course for below-average high school readers. The two-volume text is organized chronologically and topically, considering Western and non-Western civilizations during each time span. Global concepts and themes are integrated throughout the chapters to help students understand the interrelatedness of peoples and cultures. The books place a heavy emphasis on student skill development. Large type, many visuals, and a variety of exercises enable poor readers to succeed by providing content that is within the ability of the students, yet intellectually stimulating. The teacher's manual provides detailed lesson plans for reading and discussing the chapters. Unit tests and audiovisual recommendations are also included.

Required or Suggested Time

Between the two student texts, there are ten units comprising 67 chapters. Each chapter is six pages long and is designated for one or two class periods. If the teacher uses the "Motivation," "Development" and "Summary" activities mentioned in the teacher's manual, the chapters could easily extend beyond two days. Teachers will need to adjust lesson plans for testing, audiovisual use, and student needs.

Intended User Characteristics

Chapters are designed to facilitate skill development for students with poor reading skills. Each chapter is six pages long and follows a standard format. At the beginning of each chapter, global themes are introduced, vocabulary words are defined, and a timeline helps students with the chapter's chronology. Introductory questions about the chapter's content focus the student's reading. Throughout the chapter, paragraphs are short and are preceded by headings that provide clues to the content of the section. Vocabulary words are set in boldface type, and a glossary at the end of each book indicates the page on which each word was introduced. The text material is closely tied to numerous photographs, maps, and charts.

A Fry readability test indicated a wide variety of reading levels from grade 7 to grade 13. However, this finding should not negate the use of the book with poor readers, in the opinion of this reviewer. Reading aids, large type, and chapter format provide ample assistance in handling the vocabulary content.

Rationale and General Objectives

Although World History for a Global Age is not accompanied by an explicit rationale, objectives are listed for each chapter. Analysis of these

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Data sheet by Jaye Zola.

objectives and the instructional activities that accompany them suggests that the author seeks to develop students' reading skills and knowledge of world history. Almost all of the objectives specify knowledge to be gained and ask students to describe, list, explain, or compare. The teacher's manual mentions that this program "provides three fundamental elements that are critical for all students, but especially those who have some degree of educational deficiency. These important elements are structure, support, and success." The text is organized to provide these elements in the presentation of content, skills, and concepts of global history.

Content

The first book covers world history up to about the 19th century and the second book continues up to contemporary times. The program begins with Unit 1, "What Factors Influence the Development of Civilizations?" Other units are "Early Civilizations Around the World," "The Emergence of the Modern World," "Democracy and Nationalism Grow in Europe," and "The Industrial Revolution Has Global Impact." Book II continues the chronology with "The Imperialist Powers Seek Colonies," "Wars, Revolutions and Efforts for Peace in the 20th Century," and "Economic, Technologic and Cultural Changes in the World Today."

Separate features called "Enrichments" focus on special skills, global issues, or specific historical people and places. There are 72 maps, charts, and graphs in the two books but no current world political map.

Teaching Procedures

The main strategies used in the program are reading, discussion, and answering questions. The teacher's manual suggests five possible lesson plans: directed reading lesson, developmental lesson, debate lesson, visual-aid lesson, and inquiry-type lesson.

Suggestions for daily lessons in the teacher's manual model good instructional techniques. Motivation activities for the beginning of a lesson are specified, although they often are map oriented or require films and filmstrips. "Development" activities provide the teacher with questions and suggestions for using the chapter material. A "Summary" activity concludes the chapter with exercises that recap the main ideas. After the lesson plan, the manual provides "Extension" activities which involve further research and report writing or newspaper work. A suggested homework assignment is also built into the lesson plan.

Answers to the questions at the end of the chapters are provided in the teacher's manual. Besides recall and comprehension questions, there are essay questions to develop student writing skills. Other questions emphasize analysis and synthesis of the global themes mentioned at the beginning of the chapter. Unit tests are provided in the teacher's manual, but chapter tests will have to be provided by the teacher--although the questions at the end of the chapter could serve as a test.

Evaluative Comments and Suggestions

The author of World History has done an exemplary job in creating a global text for poor readers. The texts cover an amazing amount of history in spite of the fact that the large-print format limits space. Certain casualties have occurred (some dynasties are unaccounted for, to cite one example), so the teacher should be aware of gaps in the narrative.

The variety and quality of questions in the chapter reviews are appreciated, although the teacher should watch for some ambiguity in the answers provided for the "Main Ideas" section. Teachers might welcome the addition of more-varied methods of instruction in the teacher's manual. It also would be helpful to have a listing of all the global themes presented in the two books. The glossary definitions could be simplified; the definitions are sometimes too complicated for poor readers. Finally, the author should be commended in doing an excellent job of including recent global history into the texts.

24. WORLD VIEW, A

Authors: Clyde P. Patton, Arlene C. Rengert, Robert N. Saveland, Kenneth S. Cooper, and Patricia T. Caro

Publisher: Silver Burdett

Publication Date: 1985

Grade Level: 7-9

Materials and Cost: Text, hardbound, 532 pp, $18.15; teacher's annotated edition, hardbound, 532 pp, $22.00; student workbook, $3.24; teacher's edition of workbook, $5.05; teacher resource package (including planning guide, blackline masters, chapter tests), $39.00

Subject Area: World geography

Overview

A junior high school component of the "World and Its People" series, *A World View* presents a traditional approach to world geography. The text consists of 10 units and 27 chapters. Units follow a fairly standard progression, opening with a unit reviewing map and globe skills and continuing to units on the major geographic regions: North America, Latin America, Western Europe, Eastern Europe and the Soviet Union, North Africa and the Middle East, sub-Saharan Africa, Asia, and Oceania and Australia. A final unit places human geography in a global perspective. The text and support materials feature a heavy emphasis on geography skills development.

Required or Suggested Time

A World View is intended for use in a year-long geography course. Although a specific timetable for using the book is not included, each of the 27 chapters provides sufficient material for one week's work. Using the schedule of one chapter per week, adequate time would still remain for review and testing, extension activities, and special projects.

Intended User Characteristics

The text is aimed at junior high school students of average ability. A Fry analysis indicated readability levels ranging from grade 5 to grade 10, with an average readability of grade 7. Several reading aids are employed in the student text. Boxes highlighting new vocabulary appear at the beginning of each chapter section; new vocabulary is presented in boldface when it is introduced in the reading. Vocabulary is generally defined within the context of the reading; words that are difficult to pronounce are accompanied by phonetic spelling in parentheses. Numerous maps and illustrations break up the reading. The teacher's guide includes short remediation and enrichment ideas for each reading section.

Rationale and General Objectives

In keeping with the series "The World and Its People," *A World View* is designed to "help students understand themselves and the world around them and to instill in them the knowledge and skills necessary for responsible citizenship." The text emphasizes knowledge about physical and economic geography and geography skill develop-

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Data sheet by Lynn Parisi.

ment. Blackline master worksheets provided in the teacher resource packet focus on vocabulary development, place geography, and skill extension, primarily of map and graph skills.

Content

The text's 27 chapters are arranged in 10 units that present an overview of world geography and, to a lesser extent, culture, by geographic region. An understanding of the basic geographers tools--maps, globes, and graphics--as well as an introduction to earth rotation and climatic regions is provided in the first unit. Subsequent units focus on the United States and Canada, Latin America, Western Europe, Eastern Europe and the Soviet Union, North Africa and the Middle East, Africa South of the Sahara, South and East Asia, Oceania and Australia, and a "World View." Each unit contains an introduction which provides a brief geographic overview and then focuses on the relationship of geography to history, development, or current issues in that region. History is generally covered very briefly, in one page or less. Despite the text title and indications that the book teaches world geography from a global perspective, each region is treated as a separate entity--global connections are brought in only through the brief section on history or sections on "neighbors." Focus on the global theme is not evident until the final unit, "A World View," which examines different ways of perceiving the world as a system, common global concerns, people and resources, contemporary environmental problems, and world interdependence.

Teaching Procedures

Teachers are provided with extensive guidance and a wide variety of material for using this text. A teacher resource packet contains a teacher's planning guide, masters for more than 90 one-page worksheets, 32 outline map masters, chapter and unit test masters, and letters to parents to introduce each new unit of study. The teacher's planning guide outlines a number of suggestions for starting each unit and describes a relevant bulletin-board display. For each chapter, the planning guide provides an overall theme and a number of chapter projects. Lesson plans provided for each chapter section detail lesson goals followed by teaching ideas, remediation and enrichment suggestions, and useful supplementary information. Worksheets in the blackline master section of the resource packet are indexed to specific pages in the student text; there are approximately three worksheets available for each text chapter.

In addition to the teacher resource packet, teachers have available for use an annotated teacher's edition of the text, which features discussion topics, questions, and supplemental information, and a teacher's edition of the student workbook. The student workbook itself contains activities designed to develop vocabulary and map and globe skills and to test recall of factual information. Overall, teachers will find more than enough material, teaching ideas, and guidance for using this text in class.

Evaluative Comments and Suggestions

A World View is a standard world geography text which presents each of the earth's major geographic regions as a basically self-contained entity. With the exception of the final unit, little attention is given to presenting the world from a truly global perspective; that is, as an interdependent, interactive system. Within each unit, attention is focused on physical geography, with additional but lesser attention to economy, history, and culture. Skill development is emphasized, but treatment concentrates on such skills as map and globe reading rather than on higher-level skills. Similarly, test and review exercises are designed primarily to test factual recall.

25. YOUR FUTURE: PLANS AND CHOICES

Author: William R. Daggett

Publisher: South-Western

Publication Date: 1985

Grade Level: 7-9

Materials and Cost: Student text, hardbound, 326 pp, $11.25; student supplement, softbound, 122 pp, $2.80; test bank, 40 pp, $0.85; teacher's manual, softbound, 59 pp (free with purchase of 5 or more student texts)

Subject Area: Career education

Overview

Your Future: Plans and Choices provides a broad base for assisting students in their career choices. It focuses on helping them get to know themselves and their values, to be aware of life-style options available, to understand decision-making processes, and to learn personal consumer skills before selecting a career cluster for study. The student text is accompanied by a student exercise supplement including vocabulary practice, short-answer questions, sentence-completion activities, and directions for writing brief essays. A teacher's manual and a test bank are coordinated with the student text.

Required or Suggested Time

The text's five parts with 16 units provide ample material for a one-semester course. The content of each of the 16 units is reviewed and reinforced in the teacher's manual, leading to a teaching pattern of about one unit each week.

Intended User Characteristics

The intended audience is career education/career skills students at the 7-9 grade level. The publisher reports a readability level of grade 8 (Dale-Chall). The Fry readability scale indicates that readability varies from grade 7 to as high as grade 13. However, the format of the text assists readability and comprehension. There is an overview for each unit, and each chapter has stated objectives for students, content summaries, key terms, and career commentaries. Key vocabulary is highlighted and explained within the text narrative. The text contains both a glossary and an index. The glossary is coordinated with the key terms which are highlighted in each chapter. Paragraphs are generally short. The type is clear and black, set on pages with large margins and a good use of color and graphics.

Rationale and General Objectives

Your Future: Plans and Choices is designed as a comprehensive learning program to assist students in beginning an organized career-selection process. The author considers self-understanding to be a vital first step in the career-selection process. He feels that students must become familiar with the concepts of a changing world, must understand how life-style goals are related to career choices, and must acquire an organized method of solving problems and making decisions. The students are shown how to match their skills, interests, and goals with broad career options.

Content

The text has five parts composed of 16 units. Part 1, "Knowing Your

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Data sheet by Jean Tilford Claugus.

Self and Your Values," deals with self-knowledge, the changing world, and the individual student's personal code. Part 2, "Life-Style Options," considers the influence life-style goals have on job and career decisions. Part 3, "Making Decisions About Your Future," presents an organized method for dealing with change, including a process for solving problems and making decisions. Part 4, "Personal Skills for Your Future," is concerned with income management and basic consumer skills. Part 5, "Your Future," discusses the challenge of career planning. Each unit contains, in addition to the introductory overview, unit goals, content summary, key terms, and career commentaries, inserts of varying lengths entitled "Focus on Your Future" which highlight selected goals within a contemporary setting.

Teaching Procedures

This text and its accompanying student supplement, teacher's manual, and test bank provide a system for instruction. There are no traditional student activities in the text although questions are presented at the end of each chapter. The actual exposition exercises are found in the student supplement. That supplement contains four types of review exercises--vocabulary practice, short-answer questions, sentence completion, and a knowledge application section--which match the unit segments in the text and are designed to help students master the text content. In the last component, knowledge application, the student is directed to write a brief essay. Where appropriate, instructions and forms are included for class activities. Some of these exercises are designed to be team activities assigned by the teacher. Some require work outside of the classroom. Most are designed to be followed by class discussions. The teacher's manual directs the teacher in a patterned procedure, laying out for each unit a summary of content, affective goals, and instructional opportunities, including class activities, discussion questions, and vocabulary building. While answers to the test bank questions are provided, their use is left to the discretion of the teacher. The text places major emphasis in the affective area. Basic social studies skills are assumed to have been mastered.

Evaluative Comments and Suggestions

Together, the components of Your Future: Plans and Choices form a compact package for a one-semester course. It looks more at the psychological background for the selection of a career than do most texts in the career-exploration area.

The text seems to assume some prior student interest in and motivation toward the topic and requires above-average skill in reading comprehension and written expression. Field test data will be provided by the publisher upon request. The author states that the text was reviewed during development by two highly experienced and objective educators.

The illustrations are well placed relative to the textual material and reflect the multiethnic population of the nation. In this reviewer's opinion, these illustrations mirror a narrow range of socioeconomic settings.

There are few references to the use of school library resources or school media services and few suggestions for either student or teacher references relative to further reading or research in the text or the teacher's manual. These omissions give the impression that this learning package is a definitive statement in and of itself.

Your Future: Plans and Choices presents a basic, self-contained program designed to help students begin a career-selection process.

26. AMERICA! AMERICA!

Authors:	L. Joanne Buggey and others
Publisher:	Scott, Foresman
Publication Date:	1985 (2nd ed.)
Grade Level:	7-9
Materials and Cost:	Text, hardbound, 752 pp, $19.18; annotated teacher's edition, 796 pp, $24.80; student workbook, softbound, 140 pp, $4.99; teacher's edition, student workbook, $6.36; tests on duplicating masters, $43.00
Subject Area:	U.S. history
Originally Reviewed:	Data Book, vol. 8 (1983)

Overview

America! America! is a U.S. history textbook written specifically for junior high school students. Prior to starting work on this revised edition, the authors questioned 1,100 teachers who used the first edition. The text was totally reorganized, new features were added, and other suggestions were incorporated into the final version. The result is a chronological treatment of U.S. history, written at the fifth- to seventh-grade reading level and emphasizing the people who contributed to the history of our country. Primary source materials enliven the text. The major teaching strategies are small- and large-group discussions based on textbook readings. The components for the one-year program include a hardbound student text, an annotated teacher's edition outlining specific teaching methods, a workbook emphasizing social studies skills, and chapter and unit tests on duplicating masters.

Major Revisions

Most changes in this revision are cosmetic when compared with the 1982 edition. No new sources have been added to the unit bibliographies and audiovisual lists. The skills emphasis remains the same, although the list in the teacher's annotated edition has been rearranged and refined. Information on the Reagan administration has been only briefly updated. The section on conflicts in the "Challenges of the '80s" chapter represents the greatest effort in revision. The section on the Middle East has been rewritten from the perspective of that region rather than in terms of U.S.-Soviet interests. The sections on Central America and Mexico have been combined into a larger section entitled "Latin America." Information on South Africa has been reduced and somewhat softened.

Evaluative Comments and Suggestions

America! America! is a very readable text enlivened with illustrations and source material.

Original data sheet by Mary Jane Turner; update by Kay K. Cook.

27. GEOGRAPHY

Authors:	Arthur Getis and Judith M. Getis
Publisher:	Houghton Mifflin
Publication Date:	1985 (rev. ed.)
Grade Level:	7-10
Materials and Cost:	Text, hardbound, 576 pp, $18.00; teacher's annotated edition, hardbound, 671 pp, $21.06; resource book, softbound, 160 pp, $18.00; map practice book, softbound, 76 pp, $4.86; activity book, 110 pp, $4.59; teacher's edition of activity book, softbound, $5.04
Subject Area:	World geography
Originally Reviewed:	Data Book, vol. 8 (1983)

Overview

Geography is designed for use in a two-semester geography course for students in grades 7-10. The text, well illustrated with many colorful maps and photographs, will help students learn about major world regions and introduce them to such important geographic themes as population distribution, transportation and communication, development of nations, utilization of resources, impact of people on the environment, conflict, and cooperation. Reading skills, map skills, and skills used in processing information are emphasized throughout the text. Students are expected to read and discuss the textbook and to participate in learning activities. In addition to the student textbook, the program consists of a student activity book, tests, a teacher's edition of the text, a student resource book, and a map practice book.

Major Revisions

This new edition is marked mainly by additions rather than revisions. The publisher has added a resource book with blackline masters of activity sheets and tests and a map practice book that involves students in tracing routes, plotting information, developing keys, using symbols, and determining direction and location. The few revisions in the textbook include improved color quality of some photographs and a few new photographs (e.g., a picture of astronaut Sally Ride). Graphs, charts, and tables have not been updated from the 1982 edition, nor has the bibliography in the teacher's edition.

Evaluative Comments and Suggestions

Geography was field tested in four sites in different regions of the United States. Revisions were made based on the field tests. The text is easy to use and has good suggestions for teachers. The thematic approach of each unit, and the subsequent focusing on a world region that illustrates the particular theme, is an effective approach.

Original data sheet by Regina McCormick; update by Kay K. Cook.

28. HUMAN EXPRESSION, THE: A HISTORY OF THE WORLD

Author:	Paul Thomas Welty
Publisher:	Harper and Row
Publication Date:	1985 (rev. ed)
Grade Level:	10-12
Materials and Cost:	Text, hardbound, 854 pp, $17.28; teacher's manual, softbound, $17.28; student workbook, $6.28; teacher's edition of workbook, $12.00
Subject Area:	World history
Originally Reviewed:	Data Book, 1977

Overview

The Human Expression is a comprehensive, interdisciplinary text designed for a year-long course in world history. Material is organized into a substantive introduction and six main sections. The introduction, "Beginnings: The Study of Culture," describes the methodology of the various social sciences and defines major terminology students will use throughout the text. The remaining sections present the history from ancient to modern times of six culture areas: the Middle East, Asia, Africa, Western Europe, Eastern Europe and the Soviet Union, and Latin America.

Major Revisions

The student text is substantially the same in format as the earlier edition. There is the noticeable addition of color as well as a number of new maps, graphs, and charts. Some sections of the text have been enhanced or revised. New material on economic development and global issues has been integrated into relevant units throughout the text. Revised material includes unit introductions and chapters on recent history. Minor, but general, updates have been added to chapters on political history. The teacher's manual has been substantially revised. Unit guides within the teacher's manual have been updated and expanded. Unit overviews, new to this edition, stress areas of comparison and contrast within and among regions.

A separate component of the 1977 edition package, "Time In: Strategies for Learning Skills," is no longer available. However, the new package contains 50 pages of skills worksheets in the back of the teacher's manual.

Evaluative Comments and Suggestions

The Human Expression is a well-organized, comprehensive presentation of world history, with genuine attention to interdisciplinary perspective and regional balance. The student workbook and worksheets are above average in their treatment of skill development at a number of levels. Efforts to update the recent history chapters of the text have been less than comprehensive. Some issues of global importance, such as terrorism, were not covered in any context. However, this publication has done an admirable job in presenting history from ancient times to contemporary times. The most recent period of history may well have been given slight attention intentionally, in order to preserve coverage of earlier periods.

Original data sheet by Diana Beer; update by Lynn Parisi.

SUPPLEMENTARY MATERIALS

Print

Entry No.	Title	Page No.
29	Africa Today: An Atlas of Reproducible Pages and Europe Today: An Atlas of Reproducible Pages	69
30	Annual Editions	69
31	Debtbusters	70
32	Family Law--Competencies in Law and Citizenship	70
33	Ideas in Conflict Series	71
34	Latin America: Case Studies	71
35	Lessons on the Constitution	72
36	New State of the World Atlas, The, and Activities Using the New State of the World Atlas	73
37	Newsweek	73
38	Our Future at Stake: a Teenager's Guide to Stopping the Nuclear Arms Race	74
39	Perspectives: Series I and II	74
40	President, The: Preacher, Teacher, Salesman. Selected Presidential Speeches, 1933-1983	75
41	Red Ink: A Guide to Understanding the Deficit Dilemma	76
42	Supreme Court Highlights 1985	76
43	Thinking Tools: A Young Person's Guide to Problem Solving. 37 Tools for Solving Problems	77
44	Third World, The: Middle East	77
45	Visions of the Future	78
46	Voices of America: Reading in American History	79
47	World Atlas	79

Print

Entry No.	Title	Page No.
48	World Bank Atlas 1985, The	80
49	You & the Law	80

Nonprint

50	Basic Concepts in Social Studies	83
51	Breaking 100	83
52	Contemporary Issues Series	84
53	Focus on the Last 100 Years	84
54	Free to Choose: A Personal Statement by Milton Friedman	85
55	How to Evaluate the News Media	85
56	Industrial Revolution, The	86
57	Introduction to Capitalism, Socialism, and Communism, An	86
58	New York Times Current Affairs Series, The. Central Americas: Upheaval in our Frontyard	87
59	New York Times Current Affairs Series, The. Middle East: Continuing Turmoil	87
60	New York Times Current Affairs Series, The. Russia Today: Observations from the West	88
61	Old Enough to Care	88
62	Softfire	88
63	Stars on the Home Front: 1941-1945	89
64	Turning Points in Twentieth Century America. The Watergate Scandal: People, Power, and Politics	89
65	Unfinished Business	90
66	Water's Edge, The: Life Along the Great Rivers	90
67	World Bank Films	91

29. AFRICA TODAY: AN ATLAS OF REPRODUCIBLE PAGES and EUROPE TODAY: AN ATLAS OF REPRODUCIBLE PAGES

Publisher:	World Eagle
Publication Date:	1985
Grade Level:	7-12
Materials and Cost:	Each atlas, 153 pp, softbound, $23.50 plus $1.50 postage and handling; 3-hole drilled, $24.50 plus $1.50 postage and handling; hardbound, $35.95 plus $2.50 postage and handling
Subject Area:	Geography, world history

Africa Today and Europe Today are a collection of black-and-white maps and graphs primarily based upon CIA and U.S. Department of State public-domain publications. They provide information on a wide range of topics for their areas. Included are maps of each individual county as well as information about population, demographics, resources, climate, trade, energy, food and agriculture, religion, education, employment, language, political organization and ideology, and a variety of other factors. The maps and statistical data are designed to be duplicated and could provide a useful basis for students to make comparisons among countries and world regions. While the maps are generally clear and useful, the use of color would greatly enhance their appeal. These materials could provide a foundation for a range of teacher-developed activities designed to promote acquisition of content knowledge as well as critical-thinking skills.

30. ANNUAL EDITIONS

Publisher:	Dushkin
Publication Date:	1985
Grade Level:	11-16
Materials and Cost:	Each student text, softbound, 241-272 pp, $8.95; teacher's guide for American History, softbound, 84 pp, $1.00
Subject Area:	Interdisciplinary social studies

Each volume of "Annual Editions" is a collection of recent articles focused upon a single topic. For example, the 1985/86 Global Issues Annual examines contemporary world issues including population, natural resources development, conflict, and human values. Within each topic authors present persuasive articles representing a range of views. "Annual Editions" for 1985/86 include Global Issues, Macroeconomics, Economics, Environment, and a two-volume set, American History.

Because of the scholarly nature of the articles and the college-level reading demands, these materials would be most appropriate for students in advanced placement college-preparatory courses or college-level classes. The American History volumes are particularly enhanced by the accompanying teacher's guide, which provides summaries of each article, discussion questions, and sample test items. These materials stress development of critical-thinking skills.

31. DEBTBUSTERS

Publisher:	Roosevelt Center for American Policy Studies
Publication Date:	1985
Grade Level:	9-12
Materials and Cost:	Loose papers bound in cardboard packet, $14.95
Subject Area:	American government, U.S. history

Debtbusters is a simulation designed to help secondary students understand the difficulties related to reducing the national debt. By assuming the roles of representatives of various interest groups, players learn why deficit-reduction efforts have been stymied by uncompromising competing interests. Each group is given a background information sheet and a list of budget-cutting options. Like most simulations, this one over-simplifies a complex issue, but it does provide a basic understanding of the forces involved. Students may need assistance in order to understand the consequences of their choices to reduce the deficit. The activity can be completed in one class period, but two periods is recommended.

32. FAMILY LAW--COMPETENCIES IN LAW AND CITIZENSHIP

Author:	Mary S. Furlong and Edward T. McMahon
Publisher:	West
Publication Date:	1984
Grade Level:	9-12
Materials and Cost:	Student text/workbook, softbound, 125 pp, 1-9 copies, $6.95; 10-99 copies, $5.95; 100 or more copies, $5.50
Subject Area:	Citizenship education, law-related education

Part of a series intended to provide senior high school students with an understanding of life skills and practical law, this workbook provides students with basic competencies and skills in applying the law to real family problems. The workbook focuses on such topics as law and the family; legal rights of parents and children; marriage and divorce; adoption, child care, and family finances; and older students and the law. In addition, students learn such practical life skills as where and when to register for the draft, how to register to vote, and legal procedures involved in drunk-driving cases. Student comprehension is enhanced by reading exercises, practical examples, and a controlled vocabulary. Each lesson includes a student objective, a "Use Your Experience" section, and an "Apply What You Have Learned" section. Each lesson also includes a "Where You Live" section that helps students obtain information about family laws and organizations within their own communities. A built-in answer guide allows students to proceed at their own pace. A glossary, directory of organizations, and charts of state laws, providing students with handy reference sources, conclude the workbook.

33. IDEAS IN CONFLICT SERIES

Editor: Gary E. McCuen and others
Publisher: GEM
Publication Date: 1985
Grade Level: 7-12
Materials and Cost: Set of 5 books, hardbound, 123-144 pp, $54.95; $6.50 for 15 or more of one title; $6.95 for 5-14 of one title, plus postage and handling for orders under $10.00
Subject Area: Social issues, values education, morals and ethics, contemporary issues, current events

The "Ideas in Conflict" series recently published five new titles: Terminating Life, Political Murder in Central America--Death Squads and U.S. Policies, Reviving the Death Penalty, Manipulating Life, and Pornography and Sexual Violence. Each text contains four or five chapters focusing upon various aspects of the general topic. For example, Terminating Life begins with a general introductory chapter followed by chapters focusing upon euthanasia, suicide, and mercy killings; living wills; birth defects; and organ transplants and high-technology medicine. Each chapter contains selected readings presenting a range of views on the topic. Each reading is preceded by a list of questions for students to consider. In addition, each book contains opportunities for students to identify a variety of biases, analyze cartoons, and examine values in conflict. While the readings may introduce students to the issues related to a topic, students should have access to additional information before trying to reach a decision about many of the complex issues raised. In addition, teachers need to exercise skill in developing probe questions, since many of the questions in the text require students to take a value position without a complete evaluation of its implications. Teacher training in a variety of values education techniques could greatly enhance the effectiveness of these materials.

34. LATIN AMERICA: CASE STUDIES

Editor: Richard G. Boehm
Publisher: Kendall/Hunt
Publication Date: 1984
Grade Level: 13+
Materials and Cost: Book, softbound, 300 pp, $24.95
Subject Area: Latin American studies

Secondary Materials

This scholarly publication is a collection of papers delivered in 1979 at a meeting in Mexico City of the National Council for Geographic Education. The limited focus of many of the papers requires that users have a sophisticated understanding of Latin America. Therefore, this material would be most appropriate at the college level or in an advanced-placement course. The statistical appendix contains a wealth of information about demographics, social characteristics, GNP, industry, agriculture, transportation, communications, trade, mining, exports, taxation, governmental expenditures, foreign debt, labor, inflation, land ownership patterns, natural resources, and geographic features.

35. LESSONS ON THE CONSTITUTION

Author:	John J. Patrick and Richard C. Remy
Publisher:	American Historical Association Project '87 and Social Science Education Consortium
Publication Date:	1985
Grade Level:	9-12
Materials and Cost:	Book, spiralbound, 302 pp, $19.50 plus postage and handling (available only from the Social Science Education Consortium)
Subject Area:	U.S. history, government, civics

This book contains 60 activities designed to teach students about various aspects of the U.S. Constitution. The initial chapter contains the Constitution, its amendments, proposed but unratified amendments, and selected Federalist Papers. The remaining four chapters consist of activities examining the origins and purposes of constitutions, the principles of government embodied in the U.S. Constitution, amendments to and interpretation of the Constitution, and landmark cases of the Supreme Court. Each lesson plan contains an overview, a description of how the lesson relates to typical textbook content, objectives, teaching strategies, suggested additional reading and student readings, worksheets, and instructions. Each lesson can be completed in a typical class period and can be used without reference to other lessons. The lessons are designed to encourage active student involvement and promote the development of critical-thinking skills. Instructional strategies include reading, discussion, group work, writing, research, and case study. These materials are exemplary in their clarity and flexibility.

36. NEW STATE OF THE WORLD ATLAS, THE, and ACTIVITIES USING THE NEW STATE OF THE WORLD ATLAS

Authors:	Atlas: Michael Kidron and Ronald Segal Activities: Heidi Hursh and Michael Prevedel
Publisher:	Atlas: Simon and Schuster Activities: Center for Teaching International Relations
Publication Date:	Atlas: 1984 Activities: 1985
Grade Level:	7-12
Materials and Cost:	Atlas: book, softbound, 180 pp, $10.95; Activities: book, softbound, 179 pp, $15.95
Subject Area:	Geography, world history

These materials provide an essential resource for every teacher who addresses contemporary world issues. The Atlas contains not only traditional maps, but also maps which use relative size to demonstrate data on a wide range of topics. Comparative information graphically illustrated is provided on military spending, military expansionism, natural resources, trade, financial strength, nuclear power, national income, government, language, religion, business, employment, women in the labor force, education, crime, labor unions, diet, environmental issues, industrial productivity, international debt, gold holdings, minority rights, nationalistic pressures, and a variety of other issues. Print quality is excellent. Short supplementary narratives provide summaries of the information contained in each of the 57 maps. The supporting activities book by CTIR is organized to facilitate either area studies or the study of global issues. These include human rights, workers, income disparity, refugees, conflict, the arms race, and environment. The final section is a skills-development unit which can be integrated into the other sections. Each activity has an introduction, a statement of objectives, and suggestions for appropriate grade level, time required, materials, and procedures. Instructional strategies include research, large- and small-group work, writing, simulations, discussion, and worksheets.

37. NEWSWEEK INSTRUCTIONAL AIDS

Publisher:	Newsweek
Publication Date:	Monthly
Grade Level:	9-12
Materials and Cost:	Instructional aids available at no cost with subscription to classroom sets of Newsweek, $.40 per student per set
Subject Area:	Interdisciplinary social studies

As part of its educational program, Newsweek distributes instructional materials which help students to analyze current events in a structured manner. Each month Newsweek develops student materials and lesson plans on a selected topic. Each package contains objectives, procedures and student materials. Instructional materials include graphs, charts, and other visuals as well as readings which develop understanding of key social studies concepts. Recent materials have examined terrorism, the presidency, the Supreme Court, the legislative branch, religion and politics, China, U.S. foreign policy, comparative political systems, and the role of information in a free society.

38. OUR FUTURE AT STAKE: A TEENAGER'S GUIDE TO STOPPING THE NUCLEAR ARMS RACE

Author:	Melinda Moore and Laurie Olsen
Publisher:	New Society Educational Foundation
Publication Date:	1984
Grade Level:	7-12
Materials and Cost:	Book, hardbound, 68 pp, $19.95; softbound, $6.95
Subject Area:	Nuclear war education

The title of this publication reveals its bias. Although it takes an antinuclear position, it can be used effectively to educate students about one of the most important issues of our time. This material examines origins and costs of the arms race, consequences of nuclear conflict, and methods of opposing the arms race. While an analysis of this topic may develop critical-thinking and citizenship skills, caution must be exercised when teaching civil disobedience to youth who may lack the maturity to make a rational decision. Community attitudes should be considered when considering use of these materials. The sections dealing with political activism are especially important since they develop citizenship skills by engaging students in a current social issue.

39. PERSPECTIVES: SERIES I AND II

Publisher:	Procter & Gamble Educational Services
Publication Date:	1984
Grade Level:	7-12
Materials and Cost:	File folder format, $5.00 for each set of four; $9.00 for both sets
Subject Area:	U.S. history, government, economics, sociology

Perspectives are teaching units designed to be infused into U.S. history, government, economics, and sociology classes in grades 7-12. Each unit contains a collection of reproducible original source documents and lesson plans, which include objectives, procedures, and a unit overview. Each unit seeks to develop students' command of vocabulary, economic concepts, and cognitive skills. The activities are well designed to achieve these objectives. The units are especially helpful in assisting students to understand how general historical developments influenced real people and a major American company.

The carefully selected readings provide students with a personal flavor of the times they are studying and provide illustrations of the general trends and issues discussed in most texts.

40. PRESIDENT, THE: PREACHER, TEACHER, SALESMAN. SELECTED PRESIDENTIAL SPEECHES, 1933-1983

Editor:	Thomas T. Lyons
Publisher:	World Eagle
Publication Date:	1985
Grade Level:	9-16
Materials and Cost:	Book, softbound, 215 pp, $9.95 plus $1.50 for postage and handling (quantity discounts available)
Subject Area:	U.S. history, American government

This edited collection of selected presidential speeches from the last half-century provides insights into the role of the president as leader of the American people. Intended for use in U.S. history or American government courses, this text would offer able students an opportunity to develop and refine critical-thinking skills. By examining original sources and supporting graphs and maps students can develop and test hypotheses. The speeches have been selected not only because of their historical significance, but because they reveal the president as moral leader, problem solver, or salesperson trying to persuade the American public to support a particular course of action. Each speech is preceded by a short overview of its historical context and several questions for students to consider while reading. In addition, pertinent graphs, charts, and maps are presented after each speech. These graphic presentations could be used independently of the speeches and provide an excellent teacher resource. The content of the speeches is drawn from both domestic and foreign policy areas.

Specific objectives and teaching strategies are not provided. The questions and materials suggest that the author intended the materials to be used in a read-and-discuss mode, but other strategies could be used. For example, students might respond to the speeches by writing a response from the perspective of an historical adversary of the president. Although the speeches have been edited, they still may challenge all but the more-able readers.

41. RED INK: A GUIDE TO UNDERSTANDING THE DEFICIT DILEMMA

Authors:	Harold A. Hovey with Richard J. Dennis
Publisher:	Roosevelt Center for American Policy Studies
Publication Date:	1985
Grade Level:	11-12
Materials and Cost:	Book, softbound, 80 pp, $3.95
Subject Area:	Government, economics

Red Ink provides a nonpartisan and thorough analysis of the federal deficit and alternatives to addressing it. It is an excellent teacher resource, but the vocabulary and sentence structure suggest that this material should be used only with the most academically able students. The absence of a teacher's guide and instructional activities may make it difficult for students to deal effectively with the large amount of information contained in this book. Selected students, however, could use this material as a comprehensive treatment of one of the most pressing and controversial political issues of our time.

42. SUPREME COURT HIGHLIGHTS 1985

Author:	Dave Bushman
Publisher:	West
Publication Date:	1985
Grade Level:	8-12
Materials and Cost:	Book, softbound, 142 pp, $4.95
Subject Area:	Law-related education

This useful text addresses a unique problem for government or law-related education teachers--how to obtain concise information about recent Supreme Court cases. Each of the ten cases included was selected because it presents a new legal principle, demonstrates an important application of an existing principle, deals with an issue of public interest or controversy, or is of high interest to students. Each case is accompanied by questions which help students to grasp the facts and issues involved as well as to develop critical-thinking skills. This text could be a useful addition to any course which examines recent legal issues addressed by the Supreme Court. However, because the read-and-discuss format might become boring to students, alternative instructional strategies might be helpful if teachers contemplate examining several cases in succession.

43. THINKING TOOLS: A YOUNG PERSON'S GUIDE TO PROBLEM SOLVING. 37 TOOLS FOR SOLVING PROBLEMS

Author:	Lawrence A. Stevens
Publisher:	Stevens & Shea
Publication Date:	1984
Grade Level:	7-12
Materials and Cost:	Book, softbound, 73 pp, $6.50
Subject Area:	Interdisciplinary social studies

This collection of highly readable activities is designed to promote the development of problem-solving skills. The junior high school reading level makes it useful with less academically talented students, and this characteristic is enhanced by the use of practical, real-life examples. The problem-solving model presented includes activities which help students to identify and define a problem and decide if the problem is worth solving, methods for analysing problems, strategies for generating and selecting solutions, and techniques for working more effectively in groups, implementing solutions, and evaluating the results. While the examples are not always relevant to the content of a particular social studies course, many historical or contemporary issues could be "plugged" into the model so that students could grapple with appropriate content while learning the problem-solving techniques. In addition to the book, a kit is available which provides application exercises for each of the 37 problem-solving strategies.

44. THIRD WORLD, THE: MIDDLE EAST

Author:	Henry Bucher, Jr.
Publisher:	Dushkin
Publication Date:	1984
Grade Level:	9-12
Materials and Cost:	Book, softbound, 160 pp, $4.95
Subject Area:	Middle Eastern studies

Unlike many area studies books which attempt the futile task of trying to cover the entire social science background of their areas, Middle East adopts a sensible and more-manageable approach. The initial chapter identifies key themes which have influenced the Middle East for centuries. The impact of geography, the role of religion, the concept of a "crossroads" area, farmer/trader conflicts, a cultural melting pot, and the role of military technology are briefly examined as long-term themes. In addition to reviewing factors which operate for extensive periods, the text also considers short-term issues. These include the impact of Middle Eastern empires and the West and the rise of trade technology and new ideas. In order to exemplify the operation of the permanent and changing factors, the author examines the historical development of five Middle Eastern groups: the Copts, Shia Moslems, Jews, Armenians, and Palestinians. While additional illustrations and color graphics would enhance the attractiveness of this text, the approach is exemplary. It could serve as a useful teacher resource as well as supplementary material for academically talented senior high school students. The reading level is generally beyond twelfth grade, which might pose problems for less academically talented students. Discussion questions develop both factual knowledge and sophisticated cognitive skills. The organizing themes can provide students with a framework for understanding the area and assessing developments in one of the most troubled and confusing world regions today.

45. VISIONS OF THE FUTURE

Author:	Rob Melnick and Bernard Ronan
Publisher:	Hudson Institute and International Center for Creative Thinking
Publication Date:	1984
Grade Level:	9-12
Materials and Cost:	Student text, softbound, 144 pp, $9.95 (quantity discounts available); teacher's guide, softbound, 144 pp, $14.95
Subject Area:	Economics, world history, world cultures, world geography, government, global studies

This text presents a highly controversial view of the future. Through selective use of information, it suggests that the world is on the verge of a time of plenty for all people. Contradicting the general view that exploding population, dwindling natural resources, and a deteriorating environment portend a gloomy future for mankind, this text suggests that current projections in these areas are inaccurate. The authors argue that mankind's ingenuity and flexibility will result in innovative solutions to problems which now seem life-threatening.

The arguments presented in this text are challenging. Although the materials have a clear bias, this should not detract from their classroom usefulness. However, it is critical that they be used in conjunction with materials which are biased toward a gloomier view of the future. By comparing the two, students will have an opportunity to engage in a critical analysis of each perspective and to draw conclusions based upon an examination of both positions.

46. VOICES OF AMERICA: READING IN AMERICAN HISTORY

Author:	Thomas R. Frazier
Publisher:	Houghton Mifflin
Publication Date:	1985
Grade Level:	9-12
Material and Cost:	Book, softbound, 304 pp, $9.00
Subject Area:	U.S. history

This collection of supplementary readings would make an excellent addition to an American history course. It contains a variety of sources which address salient issues in each time period. The readings are generally short and are followed by questions which promote both knowledge gains and the development of sophisticated cognitive skills. Of particular importance is the inclusion of readings which reflect the perspective of a diversity of "common people." The student experiences the World War I home front from the perspective of a woman shipyard worker and follows Jacob Riis into an 1890s tenement house. Of course, the famous are also represented through presidential papers and writings of other leading figures. The inclusion of original sources allows students to develop a historical perspective as well as the analytical skills of a historian. While the reading level is generally beyond the twelfth grade, the brevity of the readings makes them more manageable for even less-talented students. In some instances, vocabulary review and student preparation prior to reading may be advisable.

47. WORLD ATLAS

Author:	Gerald A. Danzer and George Philip Cartographic Services
Publisher:	Scott, Foresman
Publication Date:	1985
Grade Level:	7-12
Materials and Cost:	Book, softbound, 129 pp, $5.46 plus postage and handling
Subject Area:	World geography

Although extremely well illustrated, this is a fairly standard world atlas. The initial section provides information about the world in general while subsequent sections focus upon North America, South America, Europe, the Soviet Union, Asia, Africa, Australia and Oceania, and the polar regions. It includes information about climate, natural resources, topography, population, political boundaries, agriculture, transportation, vegetation, and energy consumption and production. While the maps are colorful and attractive and the pictures and graphs are used appropriately, some useful demographic data might be added. Maps concerning diet, life expectancy, literacy, types of work, and per-capita income would be welcome additions. This atlas would be a useful supplement for any course emphasizing geography.

48. WORLD BANK ATLAS 1985, THE

Publisher: The World Bank

Publication Date: 1985

Grade Level: 7-12

Materials and Cost: Paperbound booklet, 29 pp, $3.50

Subject Area: Geography, world cultures, world history

These materials provide a wide range of data which students can use when studying world regions. The maps and accompanying statistical data are most appropriate for geography or world history/cultures students in grades 7-12. The atlas includes color-coded maps, scatter diagrams, graphs, and statistical tables containing the following data:

1. Gross National Product (1982 and 1983)
2. Population (1982 and 1983)
3. GNP per capita (1982 and 1983)
4. GNP growth rate between 1973 and 1982
5. Population growth rate between 1973 and 1982
6. GNP per capita growth rate between 1973 and 1982
7. Life expectancy at birth (1970, 1982)
8. Infant mortality rates (1970 and 1982)
9. Primary school enrollment (1970 and 1982)

Of special interest are world maps drawn to scale on the basis of GNP and population. While the paper and color are of high quality, the small print size necessitated by trying to include data from all countries may pose readability problems for some students. These materials would make an excellent supplement and source of current information. The atlas would be extremely useful for teaching content as well as developing analytical skills.

49. YOU & THE LAW

Authors: Caleb E. Crowell and Richard L. Gold

Publisher: Educational Design

Publication Date: 1984

Grade Level: 6-8

Materials and Cost: Paperbound book, 155 pp, $5.50; teacher's guide, free

Subject Area: Law-related education

You & the Law provides an easy-to-read and concise summary of major legal topics. It contains 66 readings, each accompanied by one to six questions. The readings are organized around the following topics: (1) our legal system, (2) criminal law, (3) civil law, (4) contracts, (5) consumer law, (6) cars, (7) housing, (8) law and the family, (9) getting a lawyer. While the accompanying questions range from recall to application, there are no suggested activities which could stimulate active student involvement. Given the presence of such activities in other materials on this topic, this omission represents a serious weakness. An additional weakness is the extremely limited examination of constitutional rights and responsibilities. Students in the targeted age group are capable of and deserve a more-sophisticated analysis of this topic. The strengths of this material are in its careful development of a legal vocabulary and succinct presentation of most broad legal areas.

50. BASIC CONCEPTS IN SOCIAL STUDIES

Author:	Herb Klinger and Judy Klinger
Publisher:	Educational Design
Publication Date:	1984
Grade Level:	5-12
Materials and Cost:	13 filmstrips, audiocassettes, reproducible student worksheets, $299; filmstrips available individually, $29.50
Subject Area:	Social studies, social sciences

Each filmstrip in this series deals with a basic social science concept and builds upon information presented in the previous filmstrips. For example, students first view the program "Habitat" and then "Culture." Having distinguished between these two terms, they then view "Environment," which explains that environment is made up of culture and habitat. Other filmstrips in the series explore heredity, race, needs, values, facts, attitudes, individualism, collectivism, tradition, and change. Accompanying student worksheets may be used while viewing the filmstrips. Photographs in the filmstrip represent "every inhabited continent and major island area in the world," according to the publisher.

51. BREAKING 100

Publisher:	Centre Productions
Publication Date:	1984
Grade Level:	7-college
Materials and Cost:	Videocassette (3/4"), 1 book, 1 student guide, $95; additional copies of the book, $5.95 each
Subject Area:	Sociology, U.S. history, aging education

This 15-minute video focuses on the elderly as living, oral history. Interviews and excerpts of interviews with Americans 100 years old and older present various aspects of American history. Reminiscences of members of the very elderly from different ethnic groups--blacks, Native Americans, Asian Americans, and Irish--provide a vehicle for examining immigration, industrialization, the westward movement, mining, the "Gilded Age," and the Great Depression in American history. The memories, problems, and philosophies of these elderly are also presented.

52. CONTEMPORARY ISSUES SERIES

Publisher:	Encyclopaedia Britannica Educational Corporation
Publication Date:	1984
Grade Level:	7-12
Materials and Cost:	4 filmstrips, with accompanying audiocassettes and discussion guide, $35 each
Subject Area:	Social studies, current events, global education

The titles in these series are "Gun Control," "Pollution," "Arms Control," and "The History of the Israeli-Palestinian Conflict." Each program presents opposing viewpoints to issues discussed and stresses that solutions to complex problems are not easy. Photographs are dramatic and compelling. The filmstrips run for an average of 20 minutes each.

53. FOCUS ON THE LAST 100 YEARS

Producer:	ABC Video Enterprises
Available From:	Simon and Schuster Publications
Publication Date:	1980-1983
Grade Level:	7-college
Materials and Cost:	8 videotapes/16mm films, 58 min. each; film purchase, $715 each; videocassette purchase, $645 each; rental, film or videocassette, $75 each; entire series, 16mm film, purchase, $5,145; videocassette, $4,630; rental, $530
Subject Area:	U.S. history

This series of eight programs captures the essence of specific eras from 1900 through 1969. Individual titles in the series are: "Focus on 1900-1909," "Focus on 1910-1920," "Focus on the Twenties," "Focus on the Thirties," "Focus on the Forties," "Focus on the Fifties," "Focus on 1960-1964: The Kennedy Years," and "Focus on 1965-1969: The Angry Years." Each program consists of film clips and photographs from the specific era, accompanied by a viewer's guide that outlines objectives and provides a synopsis and background material, suggested prescreening and postscreening activities, vocabulary, and a brief bibliography. A drawback to the series is that each film runs for approximately 58 minutes, making it difficult to fit into the average classroom time. However, Focus on the Last 100 Years is a program of high quality which offers insights into events not generally covered or elaborated on in textbooks.

54. FREE TO CHOOSE: A PERSONAL STATEMENT BY MILTON FRIEDMAN

Publisher: Encyclopaedia Britannica Educational Corporation

Publication Date: 1984

Grade Level: 9-12

Materials and Cost: 3 filmstrips, audiocassettes, discussion guides, student activity sheets, $125 each; 3-program series, $290

Subject Area: Economics, political science

Well-known economist Milton Friedman offers strong statements concerning his viewpoints in this series, the titles of which are "Protection or Freedom," "The Line Between Freedom and Equality," and "The Free Market and Business Cycles." Friedman is best known for his conservative views on economics, although, as the material that accompanies this series points out, Friedman himself labels his beliefs as liberal: "Liberalism means of and pertaining to freedom. Those people who call themselves liberal have misappropriated the term because for them it simply means they are liberal with other people's money." The discussion guides outline the basic concepts presented in each program and provide an overview, suggested classroom activities, extended activities, and reference materials. Reproducible student activity sheets are well done, requiring students to apply what has been discussed to hypothetical situations. Other activities include a simulation of a congressional hearing, small-group work, debate, and role playing.

55. HOW TO EVALUATE THE NEWS MEDIA

Publisher: Educational Dimensions Group

Publication Date: 1984

Grade Level: 7-9

Materials and Cost: Audiovisual kit containing 2 filmstrips, 2 audiocassettes, and 1 teacher's guide, $77.00

Subject Area: Social studies skills, current events, citizenship education

This two-part color filmstrip encourages junior high students to evaluate the information they receive through the various news media. Part 1 focuses on news presented on television. Through the example of weather reporting, students are introduced to the possibility of unreliability in reporting and they are urged to consider the effects which misinformation in weather reporting has had on their own plans. The strip then considers the positive and negative effects of news coverage of such stories as the Tylenol poisoning cases, along with the potential effects of news coverage on escalating or prolonging a crisis. Finally, Part 1 presents a number of questions focusing on news reporting vs. news creating and reporting vs. editorializing. Part 2 of the package looks at print media and radio. Following a brief discussion of the parts of a newspaper, the strip considers bias in reporting, the process of checking the reliability of a news story, accountability of the reporter and the publisher, "unnamed sources," and news reporting in controlled media, such as communist newspapers. Part 2 concludes with an overview of the numerous ways to evaluate news media. The filmstrip kit presents considerable information in a form which is concise, but which may not be cohesive enough to have a genuine impact on the student audience. Considerable classroom discussion and extension activities would be needed to supplement this filmstrip.

56. INDUSTRIAL REVOLUTION, THE

Publisher: Educational Audio Visual, Inc.

Publication Date: 1984 (2nd ed.)

Grade Level: 7-12

Materials and Cost: 2 filmstrips, teacher's notes, text of narration, and worksheet for duplication, $84 (complete set); also available in 3/4" U-Matic, $125; ½" Beta or VHS, $95

Subject Area: U.S. history, world history

Presented in two parts, this program first traces the stages of the Industrial Revolution in Great Britain and, more briefly, in the United States. The second part examines the immediate impact of the Industrial Revolution on people's lives and explores how industrialization has altered human existence throughout the world. Student worksheets provide preview and review questions and a list of questions for discussion or research.

57. INTRODUCTION TO CAPITALISM, SOCIALISM, AND COMMUNISM, AN

Publisher: National Geographic Society

Publication Date: 1985

Grade Level: 7-12

Materials and Cost: 4 filmstrips, with accompanying audiocassettes and teacher's guides, $109.95

Subject Area: Political science, economics

The first filmstrip in this series provides an overview of capitalism, communism, and socialism; each subsequent filmstrip traces the development of one of the economic systems in more detail. The concept of mixed economies is also emphasized. The series is exemplary in its clarification of the economic terms, both in the narrative and in graphics, and the manner in which it notes the advantages and drawbacks of each system.

58. NEW YORK TIMES CURRENT AFFAIRS SERIES, THE. CENTRAL AMERICA: UPHEAVAL IN OUR FRONTYARD

Publisher:	Random House Educational Enrichment Materials
Publication Date:	1985
Grade Level:	7-12
Materials and Cost:	Filmstrip, audiocassette, and discussion guide, $28.00
Subject Area:	Current events, political science, global education

This 18-minute sound filmstrip outlines the history of the Central American nations, the rise and fall of the governments in those nations, and the U.S. role in Central American events. Emphasis is placed on current problems and President Reagan's foreign policy toward this region. Among the current problems examined are the economic gap between the rich and poor, overpopulation, unstable governments, and corrupt governments. The current political situation in El Salvador is provided as a case study. Political and economic concerns of the United States in El Salvador and neighboring countries are identified, and pros and cons of U.S. intervention are provided. A discussion guide contains the text of the filmstrip, vocabulary, discussion questions, extension activities, and a worksheet.

59. NEW YORK TIMES CURRENT AFFAIRS SERIES, THE. THE MIDDLE EAST: CONTINUING TURMOIL

Publisher:	Random House Educational Enrichment Materials
Publication Date:	1984
Grade Level:	7-12
Materials and Cost:	Filmstrip, audiocassette, and discussion guide, $28.00
Subject Area:	Current events, political science, global education

This filmstrip traces the Middle East conflict from the early 1900s to the Persian Gulf war. Covered are internal conflicts as well as international relations, including the establishment of the state of Israel, Palestinian refugees, and the Camp David accords. The focus of the filmstrip is on Lebanon. Problems in that country are traced from the 1970s to Israeli attacks on the Palestine Liberation Organization in that country in the 1980s to the Geneva summit of Lebanese leaders in 1983. Other countries discussed in depth are Iran and Libya. Also included in the filmstrip package is a discussion guide which contains vocabulary, discussion questions, the text of the filmstrip, enhancement activities, and a worksheet.

60. NEW YORK TIMES CURRENT AFFAIRS SERIES, THE. RUSSIA TODAY: OBSERVATIONS FROM THE WEST

Publisher: Random House Educational Enrichment Materials

Publication Date: 1985

Grade Level: 7-12

Materials and Cost: 1 filmstrip, audiocassette, and discussion guide, $28.00

Subject Area: Current events, political science, global studies

This filmstrip focuses on the importance of gathering and analyzing information about the Soviet Union. Emphasis is placed on the necessity of assessing the abilities and intentions of Soviet leaders in devising a pragmatic and workable U.S./Soviet relationship. Views of Western leaders on the significance of Soviet leadership changes, arms control talks, and Western policy options are outlined. The filmstrip includes excerpts of presidential speeches and archival and news photographs. A discussion guide contains vocabulary, discussion questions, enrichment activities, a worksheet, and the text of the filmstrip.

61. OLD ENOUGH TO CARE

Publisher: Agency for Instructional Technology

Publication Date: 1984

Grade Level: 9-12

Materials and Cost: 6 videocassettes, approximately 14 min. each, $125 each; set of 6, $500; teacher's guide with student activity sheets, $2.35 (quantity discounts available)

Subject Area: Social studies, aging education

This series narrates the concerns and problems of young people as well as older adults. The portrayals of intergenerational relationships of the young and old, and of the issues that both age groups must deal with, will aid in reducing stereotypes about both the young and the old.

62. SOFTFIRE

Publisher: Centre Productions

Publication Date: 1984

Grade Level: 9-adult

Materials and Cost: Videocassette (3/4"), $275; film (16mm), $350; film rental, $35

Subject Area: Sociology, aging education

This 18-minute sound video focuses on one elderly woman as she faces death. The film follows Ethel as companions help her through her daily routine, as she reminisces about her own life and expresses her thoughts on death, and on how other people treat her in old age. The viewer also observes the companions as they train a new companion, explaining to him the frustrations, fears, depressions, and highlights of Ethel's life and of their own as they help this woman in her last days. The program is a realistic and very sensitive treatment of the subjects of old age, dying, and death.

63. STARS ON THE HOME FRONT: 1941-1945

Authors:	Lynne Martin Erickson and Kathryn Leide
Publisher:	Bi-Folkal Productions
Publication Date:	1984
Grade Level:	7-12
Materials and Cost:	1 filmstrip, audiocassette, and teacher's guide, $35.00
Subject Area:	U.S. history

A 20-minute filmstrip/cassette program provides a sweeping overview of social and economic events and trends in the United States during the World War II years, 1941-1945. Topics covered include the effects of the bombing of Pearl Harbor on national unity, the Civil Defense program, Japanese-American internment, changing roles of women, migration of blacks to northern industrial centers, and entertainment. Special attention is focused on rationing efforts and the changes in life style resulting from these, war-related propaganda and advertising campaigns, and the death of Franklin Roosevelt. A teacher's guide including a transcript of the cassette and additional resources is included.

64. TURNING POINTS IN TWENTIETH CENTURY AMERICA. THE WATERGATE SCANDAL: PEOPLE, POWER, AND POLITICS

Publisher:	Random House Educational Enrichment Materials
Publication Date:	1984
Grade Level:	7-12
Materials and Cost:	Filmstrips, audiocassette, and discussion guide, $28.00
Subject Area:	U.S. history, political science

This set of two filmstrips recounts the Watergate affair. Part 1 describes the break-in, the initially mild reaction of the press and public, the trials of the burglars, and early evidence that the break-in was just one incident in a larger political campaign. The investigation, the trail of evidence leading to the White House, and the Congressional testimony of John Dean are described. Part 2 continues with the Senate committee investigation of Watergate and the growing evidence that President Nixon was involved. The controversy over the presidential tapes is described and issues regarding a president's right to withhold evidence are discussed. The beginnings of the impeachment proceedings against the president and Nixon's resignation are recounted. Finally, questions are presented on why Watergate happened and how it could have been prevented.

65. UNFINISHED BUSINESS

Author:	Steven Okazaki
Publisher:	Mouchette Films
Publication Date:	1984
Grade Level:	7-adult
Materials and Cost:	Videocassette (3/4"), $150 rental, $500 sale; film (16mm), color, $150 rental, $750 sale
Subject Area:	Civil rights, ethnic studies, history, law-related education, political science, sociology

This film, produced with funding from the Corporation for Public Broadcasting, looks at the World War II internment of American citizens of Japanese ancestry. The film focuses on three Japanese-Americans who resisted the curfew and evacuation legislation: Gordon Hirabayashi, a Quaker who refused evacuation; Minoru Yasui, a lawyer who intentionally violated curfew orders, and Fred Koramatsu, whose conviction for concealing identity and resisting evacuation was upheld by the Supreme Court. Film clippings accompany interviews in which these three men recount their background, their economic and social positions at the time of the evacuation, and the reasons for their decisions to resist. Interviews, narrative, and film clips provide a view of life in the internment camps and of anti-Japanese feeling and demonstrations in the western United States. Interviews with third-generation Japanese-Americans, the children of the interned generation, depict the 1970s and '80s effort to obtain retribution from the U.S. government for psychological, personal, and economic costs of the internment.

66. WATER'S EDGE, THE: LIFE ALONG THE GREAT RIVERS

Publisher:	National Geographic Society
Publication Date:	1985
Grade Level:	5-12
Materials and Cost:	3 filmstrips with accompanying audiocassette and teacher's guides, $84.95
Subject Area:	Geography

This series explores ways of life along the Amazon, the Mississippi, and the Nile. The focus of each filmstrip is on how the river influences the way people and animals live along its banks.

Positive and negative attributes of the encroachment of civilization along these waterways are also explored, with an examination of major metropolitan areas and more-rustic communities.

67. WORLD BANK FILMS

Publisher:	World Bank Film Library
Publication Date:	1984
Grade Level:	7-12
Materials and Cost:	6 videocassettes, 10-28 min, rental, $10 each (request must be made on school stationery or school purchase order); nonschool viewers, $25; teacher's guide, free
Subject Area:	World history, global education, current events

Titles in this World Bank series are "Rivers of Life" (Bangladesh), "The Neighborhood of Coehlos" (Brazil), "A Day in Shrishnagar" (India), "Dandora" (Kenya), "Seeds of Progress" (Mexico), and "A Plague Upon the Land" (West Africa). The films generally portray how World Bank programs work toward alleviating poverty and disease in those developing countries. The films are set in both urban and rural environments. "Seeds of Progress," "A Plague Upon the Land," and "The Neighborhood of Coehlos" are also available in Spanish. Accompanying teacher's guides provide a summary, suggested uses for the film, suggested teaching activities, vocabulary, discussion questions, and a map of the area portrayed.

ANALYSES OF TEACHER RESOURCE MATERIALS

ANALYSES OF TEACHER RESOURCE MATERIALS

Entry No.	Title	Page No.
68	America's Future: Transition to the 21st Century	97
69	Arms Control and National Security: An Introduction (Advance Edition)	97
70	Children's Literature: An Issues Approach	98
71	Community Study: Applications and Opportunities. (National Council for the Social Studies Bulletin No. 73)	99
72	Computers in Education 85/86 (Annual Editions Series)	99
73	Connecting Science, Technology, and Society in the Education of Citizens	100
74	Criminal Justice in America: Process and Issues	101
75	Education and the Threat of Nuclear War (Harvard Educational Review Special Issue)	102
76	Educational Reform and the Social Studies: Implications of Six Reports	103
77	Geography of the Third World, A	103
78	Guidelines for Geographic Education: Elementary and Secondary Schools	104
79	History in the Schools	105
80	Map and Globe Skills: K-8 Teaching Guide	106
81	Mediation: An Alternative That Works	107
82	Our Future at Stake: A Teenager's Guide to Stopping the Nuclear Arms Race	107
83	"Real Women" Essay Writing Competition Guide	108
84	Secondary Social Studies Curriculum, Activities, and Materials	108
85	Selected Bibliography of Social Science Readings on Women of Color	109
86	Teaching Strategies for the Social Studies: Inquiry, Valuing, and Decision Making	109

Entry No.	Title	Page No.
87	Watermelons Not War! A Support Book for Parenting in the Nuclear Age	110
88	Who Decides: A Citizen's Guide to Government Decision Making on Nuclear War	111

68. AMERICA'S FUTURE: TRANSITION TO THE 21ST CENTURY

Author:	William H. Boyer
Publisher:	Praeger
Publication Date:	1984
Grade Level:	10-college
Materials and Cost:	Book, hardbound, 182 pp, $24.95
Subject Area:	Future studies, peace education

Although not specifically designed as a resource for educators, America's Future: Transition to the 21st Century will prove useful to secondary teachers who incorporate a future-studies perspective into their courses. The book's central concerns are "how we may see our problems clearly, identify their basic causes, agree upon values, set transitional and ultimate goals, and reach those goals by means of achievable steps."

The book's first chapter looks at what the author believes are the three greatest problems facing the world today: the threat of nuclear war, destruction of the environment, and widespread poverty. Boyer examines what he believes are the underlying causes of each problem, how these systems are perpetuated, and ways of changing the systems. Each of the following three chapters delves more deeply into an issue related to one of the three problems. These issues are human rights, energy, and economics.

The book's final chapter is the one that will prove most useful to teachers. Titled "Integrated Planning and Transition," it deals with such topics as what problems need to be addressed through integrated planning and how values can be identified so that national goals and priorities can be set. An important step in the problem-solving approach advocated by Boyer is the planning of transition steps. For example, steps in the transition from the current "war system" to a "global peacekeeping system" would be arms control, disarmament, world law, conflict mediation, and development of a standing police force. Transition steps are also listed for the other overarching problems as well as smaller subproblems (e.g., crowding and competition).

The model would be a useful tool for secondary teachers to introduce to their students in examining future issues. Also useful to teachers will be the glossary, which defines terms related to biological ecology, human population, resources, pollution, values, systems, and planning.

69. ARMS CONTROL AND NATIONAL SECURITY: AN INTRODUCTION (ADVANCE EDITION)

Publisher:	Arms Control Association
Publication Date:	1984
Grade Level:	9-12
Materials and Cost:	Paperbound book, 29 pp, $1.00 (also available from EDRS, ED 252 435, MF-$0.97 plus postage)
Subject Area:	Nuclear war education, peace education, U.S. history

Suitable for use with high school students, this booklet on arms control and national security provides background information, describes basic concepts, reviews recent history, and offers suggestions for further reading. The first of five sections on American attitudes toward national security and arms control defines five types of limits on weapons systems, presenting examples of each. The second section traces American attitudes toward the USSR and the use of nuclear weapons from the Truman administration (1945-1952) to the Reagan administration. A third section focuses on the correlation of major world events and U.S.-USSR strategic competition. A fourth section discussing negotiations between the USSR and the U.S. focuses on the Strategic Arms Limitation Talks (SALT) and the more recent Strategic Arms Reduction Talks (START). The effects of nuclear weapons, the dangers of nuclear testing, chemical and biological weapons, nonproliferation, and theater nuclear weapons are the topics of the final section. A list of related readings and a glossary of arms-control terms conclude the booklet.

70. CHILDREN'S LITERATURE: AN ISSUES APPROACH

Author:	Masha Kabakow Rudman
Publisher:	Longman
Publication Date:	1984 (2nd ed.)
Grade Level:	K-12
Materials and Cost:	Book, softbound, 492 pp, $14.95
Subject Area:	Language arts, social studies

The author of Children's Literature: An Issues Approach advocates "the use of books to help children solve their personal problems and become aware of societal concerns." To help teachers implement her philosophy, Rudman has compiled eight chapters on issues of concern to the student or society. These issues are ordered in an approximation of the expanding-environments arrangement, moving from what is closest to the child to what is most remote: family, sex, gender roles, heritage, special needs, old age, death, and war.

In each chapter, the author first discusses the issue or related subthemes. For example, in the chapter on family, parents, siblings, divorce, adoption, and foster care are all examined. In the chapter on heritage, Native Americans, blacks, Hispanics, Asian-Americans, immigrants, and those with different religious beliefs from the majority are treated. Each chapter also presents ideas for stimulating interest in the issues, criteria for selecting books on the topic, and a brief discussion of books related to the issue along with a list of references for parents and teachers and an annotated list of books for students of various ages.

The book's final chapter discusses methodology for developing an individualized reading program based on children's literature. A number of specific teaching ideas are outlined.

71. COMMUNITY STUDY: APPLICATIONS AND OPPORTUNITIES (NATIONAL COUNCIL FOR THE SOCIAL STUDIES BULLETIN NO. 73)

Editors:	Mark C. Schug and R. Beery
Publisher:	National Council for the Social Studies
Publication Date:	1984
Grade Level:	K-12
Materials and Cost:	Book, softbound, 114 pp, $7.95 (also available from EDRS, ED 252 452, MF-$0.97 plus postage)
Subject Area:	Social studies, local history

Seven authors contributed to a bulletin on the topic of using community studies to teach about the interrelationships of the local community with larger economic and social systems. "Young People and Community" (R. Beery and Mark C. Schug) addresses the need for the social studies curriculum to consider the local community, an area which is rarely covered and one in which students are already intimately involved. "Using the Local Community to Teach About the Global Community" (Robert Woyach) suggests activities to help students understand the ties between the local community and the world. "Approaches for Teaching Community Economics" (Schug) recommends using students' experiences as workers and consumers to teach about the local economy and larger economic issues. "State History and Community Study" (Beery) emphasizes the use of case studies of specific local and state communities. "Using the Visual Arts to Interpret the Community" (Terry Zeller) suggests ways to use the visual arts to teach about work, play, and community values. "Citizenship Grounded in Community" (Beery and Robert J. Todd) recommends choosing materials for citizenship education based on its relevance and ability to stimulate thought. "Developing Values Through Community Service" (Diane Heiden) stresses the importance of community service for adolescent moral and social growth.

72. COMPUTERS IN EDUCATION 85/86 (ANNUAL EDITIONS SERIES)

Editor:	Stephen J. Taffee
Publisher:	Dushkin Publishing Group
Publication Date:	1985
Grade Level:	K-college
Materials and Cost:	Book, softbound, 286 pp, $8.95
Subject Area:	Computer education, social studies teacher education

This volume, the first in a new Annual Editions Series on computer studies, contains 59 previously published articles on a range of topics related to computers in education. The book provides useful background reading for teachers and administrators; it could also be used as the text for a preservice or inservice teacher-training course. The articles are of general interest, rather than addressing computers and social studies in particular.

The articles are organized into eight units, with the first providing an overview of computer technology and its use in schools. The second unit, entitled "Classroom Applications," includes seven articles on such topics as specifying needs and objectives related to computers, using computers at the kindergarten level, and teaching writing using computers. The third unit contains eight articles useful for those charged with purchasing and maintaining computer hardware and peripherals.

Unit 4, "Software," looks at criteria for evaluating instructional programs, lists sources that review software, describes studies of effectiveness of computer learning, and examines copyright/access issues related to teachers' need to preview programs. Unit 5, "The Language of Computers," discusses use of several computer languages, with Logo and Pascal receiving the most coverage.

Articles in Unit 6 address use of computers in school administration. Unit 7 focuses on computer literacy, with authors defining this term describing a constellation of other competencies related to the information age, and examining exemplary computer-literacy programs. The final unit includes discussions of a range of issues in educational computing, including computer ethics, equal access, and humanistic learning.

The book concludes with a glossary of 70 computer terms, which most teachers will find useful.

73. CONNECTING SCIENCE, TECHNOLOGY, AND SOCIETY IN THE EDUCATION OF CITIZENS

Authors:	John J. Patrick and Richard C. Remy
Publisher:	Social Science Education Consortium and ERIC Clearinghouse for Social Studies/Social Science Education
Grade Level:	K-12
Materials and Cost:	Book, softbound, 97 pp, $8.50 (also available from EDRS, ED 251 389, MF-$0.97/PC-$7.40 plus postage)
Subject Area:	Science, social studies

Patrick and Remy believe that new science and technology raise challenges for citizenship education. The first chapter of their book outlines these challenges: (1) "informing citizens about complex social issues and decisions related to advances in science and technology," (2) "connecting in the school curriculum diverse fields of knowledge relevant to understanding decisions about complex social issues," and (3) "resisting antagonists of science and technology in our society."

The book's second chapter looks at how well educators are currently meeting the challenges. The first indicator examined is goals specified in reform reports, curriculum guides, and statements by professional organisations, all of which are calling for programs that address issues related to science and technology. The other two indicators examined, student performance and curriculum materials, show that practice is not currently responding to those goals.

In their third chapter, Patrick and Remy discuss ways of improving education in this area. Major topics examined are the search for integrative threads to connect science/technology/society and use of decision making as an integrative thread. Chapter 4 briefly describes a number of promising practices in teaching about science, technology, and society. These descriptions do not provide enough detail to allow teachers to adopt practices without further gathering of information.

The resource ends with a concluding chapter that summarizes several key ideas and with a select bibliography.

74. CRIMINAL JUSTICE IN AMERICA: PROCESS AND ISSUES

Authors:	Peter Kratcoski and Donald Walker
Publisher:	Random House
Publication Date:	1984 (2nd ed.)
Grade Level:	10-college
Materials and Cost:	Book, hardbound, 623 pp, $22.00
Subject Area:	Law-related education

This college-level text, while too difficult for all but the brightest high school students, would be a useful resource for secondary teachers. It provides a comprehensive examination of the criminal justice system, with detailed attention given to each of its components. The book's use of current research and firsthand accounts also provides useful material upon which teachers could draw.

The text is divided into 17 chapters, covering both the "process" and "issues" of law enforcement, the judicial process, the correctional process, and juvenile justice. Topics covered are the criminal justice process, the problem of crime in a free society, criminality, the legislative process, law enforcement, judicial process, correctional process, juvenile delinquency, cross-national comparison of criminal justice (using the United States, France, Sweden, and Canada), careers, and future trends.

Each subject is treated in detail. For example, the law enforcement chapter includes the origin and role of police, agencies from rural to federal, police activities (field, technical, inspectional, and administrative), apprehension, arrest, coping with danger, interrogation, search and seizure, corruption, stress, training, collective bargaining, women and minorities, and the use of civilians. Research studies and firsthand accounts enliven and support the factual descriptions.

The reference section of the text includes three important components: an extensive glossary, the text of the U.S. Constitution, and a summary of court cases cited in the book.

An instructor's manual is available. It provides a content outline, overview, test questions, and a bibliography for each chapter. Because no teachers' strategies are provided, it would likely be of little utility to teachers using the book as a resource rather than as a student text.

75. EDUCATION AND THE THREAT OF NUCLEAR WAR (HARVARD EDUCATIONAL REVIEW SPECIAL ISSUE)

Editors:	Ariel Phillips, Beth Wilson, and Belle Zars
Publisher:	Harvard University
Publication Date:	1984 (vol. 54, no. 3)
Grade Level:	K-college
Materials and Cost:	Journal, softbound, 328 pp, $7.00
Subject Area:	Nuclear war education

The editors of Harvard Educational Review had two purposes in mind in selecting papers for this special issue of the journal: (1) to "feature a group of articles by authors from different disciplines" and (2) to "highlight the work of teachers by inviting several of them to write chronicles of classroom experience." The result is an issue that will have something of interest to most secondary and college teachers; there is less information relevant to elementary teachers, although they are not entirely neglected.

The first portion of the journal includes five articles. The first is an interview with Lewis Thomas, a physician and biologist who provides a broad perspective on the nuclear threat. The second article, by psychiatrist John E. Mack, looks at psychological reasons why educators and parents resist dealing with issues related to nuclear war. Barbara Tizard then reviews the research on children's reactions to nuclear issues. Eric Markusen and John B. Harris examine the role of education in preventing nuclear war, drawing historical parallels with the role of education in Nazi Germany. Barbara Engel writes about a study of kindergarten through second-grade students who were asked to talk about what they would do if they were "Boss of the World."

The second portion of the journal describes various classroom efforts related to nuclear education. These include a college course based on the Roman Catholic bishops' letter on war and peace, a senior high school nuclear education curriculum that employs a decision-making approach, a senior high global problems course designed around the U.N. Universal Declaration of Human Rights, a middle school peace education program, and an elementary teacher's use of community peace activities to involve students and parents in this issue.

One article examines implementation of a senior high school nuclear education course, addressing how the program was presented to the school administration and to teachers. Another article describes how a high school launched a range of special activities for a nuclear energy science week. Finally, several sets of curriculum materials related to nuclear war are reviewed.

76. EDUCATIONAL REFORM AND THE SOCIAL STUDIES: IMPLICATIONS OF SIX REPORTS

Author:	Fred M. Newmann
Publisher:	Social Science Education Consortium
Publication Date:	1985
Grade Level:	K-12
Materials and Cost:	Book, softbound, 42 pp, $5.95 (also available from EDRS, ED 252 489, MF-$0.97/PC-$3.90 plus postage)
Subject Area:	Social studies

The author examines the implications of six national reports for social studies, compares these implications with past and present practices in the social studies, and notes the ways in which the reports fail to give useful guidance to teachers. An introductory chapter presents a broad overview of the six reports: "The Paideia Proposal: An Educational Manifesto" (Adler, 1982), "High School: A Report on Secondary Education in America" (Boyers, 1983), "Academic Preparation for College: What Students Need to Know and Be Able to Do" (The College Board, 1983), "A Place Called School: Prospects for the Future (Goodlad, 1983), "A Nation at Risk: The Imperative of Educational Reform" (National Commission on Excellence in Education, 1983), and "Horace's Compromise: The Dilemma of the American High School" (Sizer, 1984). The second section focuses on the effects of these reports on social studies education, specifically regarding the goals of social education, curriculum organization and selection of subject matter, effective forms of teaching, and evaluation of student performance. The final section examines the usefulness of the reports for teachers. A list of 53 references and an annotated list of related resources in ERIC conclude the document.

77. GEOGRAPHY OF THE THIRD WORLD, A

Author:	J. P. Dickenson and others
Publisher:	Methuen
Publication Date:	1983
Grade Level:	10-college
Materials and Cost:	Book, softbound, 302 pp, $11.95
Subject Area:	World geography

The authors of this volume, all professors at the University of Liverpool when the book was written, were concerned that changes in the ways geographers viewed the Third World were not reflected in geography texts. They therefore wrote this book to explore "systematic themes in the development process" and "spatial patterns of development and underdevelopment at various scales within the Third World."

The book opens with a chapter defining the Third World, followed by a historical examination of the impact of colonialism. The two major sections of the book look at population and production and spatial structures. The first of these two sections contains chapters entitled

"Population," "Traditional Agricultural Systems," "Rural Development," and "Industrialization." Chapters in the second section are "Urbanization," "Internal Interaction," "Development Planning," and "External Relationships."

The book's concluding chapter explains why geographers can make important contributions to the study of development in three areas: (1) man-environment relations, (2) locational analysis, and (3) regional analysis. A brief glossary of terms related to development is appended.

A feature that will be particularly helpful to teachers is the inclusion of interesting maps many of which could be adapted for use by secondary or college students.

78. GUIDELINES FOR GEOGRAPHIC EDUCATION: ELEMENTARY AND SECONDARY SCHOOLS

Publisher:	National Council for Geographic Education and Association of American Geographers
Publication Date:	1984
Grade Level:	K-12
Materials and Cost:	Book, softbound, 28 pp, $3.00
Subject Area:	Geography

This report, prepared by a joint committee of two major professional organizations for U.S. geographers, will be a useful document for curriculum planners. Although few school districts seem likely to adopt the complete, ambitious program of geographic education recommended in the report, all will find it useful.

The report opens with a statement of the problem perceived by the committee ("Americans' ignorance of their own country and of the world") and the role geographic education can play in solving the problem ("giving future generations the knowledge and understanding they need to manage the earth's resources wisely").

The next section of the report describes five fundamental themes in geography: location (position on the earth's surface), place (physical and human characteristics), relationships within places (humans and environments), movement (humans interacting on the earth) and regions (how they form and change). This is followed by a listing of geographic concepts and learning outcomes that the committee felt should be included in the elementary curriculum. The learning outcomes include understandings, skills, and values, although there are relatively few outcomes easily identifiable as related to values. Some examples for grade 4 are "interprets pictures, graphs, charts, and tables," "works with distance, direction, scale, and map symbolization," "discusses how regions are defined and how the regional concept might be used," "compares and contrasts regions on a state, national, or world basis," and "examines the impact of technological advances on the human and physical environments."

For the secondary level, the report recommends a series of courses consisting of one semester of state or regional geography, two semesters of world geography, two semesters of earth sciences, one semester of U.S. geography, two semesters of a range of geographic electives, and one to four semesters of honors courses in geography. Brief descriptions of the courses are given. Skills for high school geography curricula are listed in five categories: asking geographic questions, acquiring geographic information, presenting geographic information, analyzing geographic information, and developing and testing geographic generalizations. Learning outcomes related to the five fundamental themes are also listed for secondary students.

79. HISTORY IN THE SCHOOLS

Editor:	Matthew T. Downey
Publisher:	National Council for the Social Studies
Publication Date:	1985
Grade Level:	K-12
Materials and Cost:	Book, softbound, 62 pp, $5.95
Subject Area:	History

This publication grew out of a 1982 conference sponsored by the National Endowment for the Humanities, the American Historical Association, and the National Council for the Social Studies. The purpose of the conference was to assess the status of history in U.S. schools.

The book's first chapter is devoted to that issue. Matthew Downey describes the current status of history in the schools, finding that it remains the dominant social studies subject. At the elementary level, Downey reports an increased emphasis on state history in grade 4 and continuing coverage of U.S. history and world history in grades 5 and 6. Downey reports that the strength of the U.S. history offering in junior high is declining, as is the position of world and European history at the high school level. The 11th-grade U.S. history course remains very strong.

In the second chapter, Downey and Douglas Alder look at problem areas in the history curriculum--specifically, the junior high U.S. history offering and the European or world history course in high school. The authors cite reasons for the decline of these courses and suggest ways of addressing the problem.

In the third chapter of the book, Hazel Hertzberg provides an excellent survey of history students, methods, and materials of instructions. Her discussion provides many insights that should be useful to teachers, curriculum planners, and textbook authors.

The last chapter of the book looks at preparation and certification of history teachers. In that chapter, Clair Keller recommends strengthening preservice training programs and certification requirements. Ways of addressing inservice needs are also discussed.

80. MAP AND GLOBE SKILLS: K-8 TEACHING GUIDE

Author: Barbara J. Winston
Publisher: National Council for Geographic Education
Publication Date: 1984
Grade Level: K-8
Materials and Cost: Book, softbound, 48 pp, $5.00
Subject Area: Geography, social studies skills

Given the current emphasis on map and globe skills, this should be a useful resource to teachers, materials selection committees, and curriculum planners. The paper opens with a discussion of the importance of map and globe skills and the ways in which these media support various kinds of study.

The author then describes characteristics of sound map and globe skills programs, discussing each characteristic in some detail. Specialized skills needed to use maps and globes are defined, and concepts needed to support map and globe use are examined.

The largest portion of the book provides a grade-level-by-grade-level listing of activities that could be used to develop skills and concepts in the following areas: using symbols, finding location, orienting and finding directions, using scale and finding distance, and selecting media. The activities are written in a manner that would allow them to be used as objectives as well. For example, for grade 2, in the area of using scale and finding distance, the author recommends the following: "develops measurement skills (estimates, measures, and names the measurement of common objects using linear measure of inch, foot, yard, centimeter, and meter)" (concept development); "uses low-angle aerial photos to make qualitative judgments about relative sizes of objects and linear distances (uses an aerial photo to make statements about places and objects that are larger/smaller, nearer, farther than others)" (skills to acquire information); "evaluates multiple routes to select the shortest distance between two points (given a map of a neighborhood showing a child's home and three grocery stores, decides which store is closest to the child's home; describes what would be seen along the route)" (skills to process information); and "sketches a simple map from an aerial photograph (uses a low altitude, vertical photo to sketch a 'bird's eye view' of building on a street; reflects relative size of buildings qualitatively)" (skills to report information).

The book ends with a list of references that provided many of the ideas incorporated into the guide.

81. MEDIATION: AN ALTERNATIVE THAT WORKS

Author: Albie Davis
Publisher: Trial Court of Massachusetts
Publication Date: 1984
Grade Level: K-12
Materials and Cost: Book, softbound, 42 pp, free
Subject Area: Citizenship education, law-related education

This five-part handbook provides elementary and secondary educators and community organizations with background information and resources for teaching mediation strategies. An introduction provides a rationale for mediation as a form of dispute resolution and for mediation programs in the schools. Part 2 seeks to define mediation by describing the differences between mediation and other forms of dispute resolution, benefits of mediation, the mediation process, training and skills required, history of mediation programs, and issues raised by mediation. Part 3 contains mediation resources, including Massachusetts mediation programs, in addition to lists of mediation trainers, consultants, and information sources. Part 4 consists of the bibliographies from four publications on dispute resolution. The final part is a mediation update form.

82. OUR FUTURE AT STAKE: A TEENAGER'S GUIDE TO STOPPING THE NUCLEAR ARMS RACE

Authors: Melinda Moore and Laurie Olsen
Publisher: New Society Educational Foundation
Publication Date: 1984
Grade Level: 7-12
Materials and Cost: Book, hardbound, 68 pp, $19.95; softbound, $6.95; quantity discounts available (also available from EDRS, ED 247 155, MF-$0.97 plus postage)
Subject Area: Social studies, peace education

Intended to encourage young people to take part in the dialogue about nuclear weapons and become active on nuclear issues, this guide discusses nuclear weapons and what people can do to stop the threat of nuclear war. There are two major sections. The first section, "The Problem," contains background readings on nuclear issues. Discussed are how the nuclear arms race started, why people think we need nuclear weapons for national security, the cost of the arms race, and arms control. The second section, "What Can I Do?," discusses how to educate and organize others; take part in marches, rallies, and demonstrations; use voting power; make government listen by lobbying, writing, and calling; influence the media; and improve self-expression. The appendices provide a chronology of U.S.-USSR relations; key dates in disarmament; a sample press release; a list of advocacy and resource organizations, government agencies, and classroom curriculum materials; and a description of youth policy projects of the Citizens Policy Center.

83. "REAL WOMEN" ESSAY WRITING COMPETITION GUIDE

Editor:	Mary Ruthsdotter
Publisher:	National Women's History Project
Publication Date:	1985
Grade Level:	3-12
Materials and Cost:	Book, softbound, 60 pp, $6.00 (also available from EDRS, ED 253 449, MF-$0.97 plus postage)
Subject Area:	Women's studies, social studies

This resource provides step-by-step guidelines to help educators and community groups implement a National Women's History Week essay contest in which elementary and secondary students write about women. Students are encouraged to write about a woman they personally know so that they can conduct an oral history interview. An alternate approach would be to have students focus on women from the past--women they have learned about through classroom lessons. The guidelines contain information about sponsorship and cosponsorship by educators and business and community groups, costs, essay content, contest rules, the judging process, publicity, the awards event, and prizes. Also included are a letter to school principals, a packet of materials for project contact persons, materials for potential judges, a packet for participating judges, a press release announcing the competition, a letter notifying winners, a press release announcing winners, the printed program for the awards event, a certificate of participation, a letter thanking judging panelists, and logos for National Women's History Week.

84. SECONDARY SOCIAL STUDIES CURRICULUM, ACTIVITIES, AND MATERIALS

Author:	James L. Barth
Publisher:	University Press of America
Publication Date:	1984
Grade Level:	9-12
Materials and Cost:	Book, softbound, 342 pp, $15.50
Subject Area:	Career education, current events, future studies, geography, history, U.S. government

Tested in secondary schools and college classrooms, the social studies activities in this guide illustrate an integrated social studies curriculum as advocated in the National Council for the Social Studies curriculum guidelines. The guide has four major chapters dealing with (1) civics and U.S. government, (2) global and international issues, world history, and geography, (3) U.S. history, and (4) senior problems courses, values, futures, and careers.

For each of these four major areas, the book discusses topics taught and national trends, describes a typical course, and outlines numerous learning activities categorized by gaining knowledge, processing, valuing, and participating. The more than 200 activities are varied and include classroom discussions; student research; analyses of political cartoons, newspaper stories, magazine articles, and political speeches; mock political conventions; oral reports; writing assignments; and simulations. For each activity, the guide identifies how many class periods are required to use the activity, provides a description of the activity, and outlines the steps in using the activity. If student materials are needed, the information to be shown is provided, although not in easily reproducible form. Specific objectives for individual activities are not provided.

At the end of each chapter is an "interest form" that asks teachers to report on the activities that seemed most promising to them.

85. SELECTED BIBLIOGRAPHY OF SOCIAL SCIENCE READINGS ON WOMEN OF COLOR

Publisher:	Memphis State University Center for Research on Women
Publication Date:	1984
Grade Level:	9-12
Materials and Cost:	Book, softbound, 33 pp, $3.00 (quantity discounts available; also available from EDRS, ED 250 258, MF-$0.97 plus postage)
Subject Area:	Women's studies

This bibliography on "people of color" is divided into 11 sections. For each of five groups, a section on social science readings on the group in general is followed by a section on readings on women from that group. A final section contains a list of selected readings on women. Materials in each section are listed alphabetically by author and include bibliographic information and year of publication. Most of the 232 citations, which include books and journal articles, were published between 1970 and the present.

86. TEACHING STRATEGIES FOR THE SOCIAL STUDIES: INQUIRY, VALUING, AND DECISION MAKING

Authors:	James A. Banks with Ambrose A. Clegg, Jr.
Publisher:	Longman
Publication Date:	1985 (3rd ed.)
Grade Level:	K-6
Materials and Cost:	Book, hardbound, 496 pp, $25.95
Subject Area:	Social studies

This third edition of Banks' elementary methods text is based on the same central thesis as were the earlier editions--"that the main goal of the social studies should be to help students develop the ability to make reflective decisions." However, the author has made substantial revisions in this edition, including shortening many chapters to allow addition of new material described below.

The first section of the book looks at the goal of social studies education, presenting chapters entitled "The Social Studies: Nature and Goals," "Unit and Curriculum Planning," "Teaching Social Inquiry and Its Products: Facts, Concepts, Generalizations, and Theories," and "Social Inquiry: Questioning Strategies."

The second section, "Skills, Issues, and Materials," is completely new. The first chapter in this section looks at teaching social studies skills, including thinking skills, map and globe skills, skills related to time and chronology, group skills, and writing skills. The next chapter covers the teaching of reading in the social studies in depth. The chapter on "Teaching Social Issues" looks at social issues and citizen action, as well as providing suggestions for teaching about women, the disabled, aging, ethnic groups, and nuclear, global, and law-related issues.

In the third section of the book, Banks devotes a chapter to teaching each of the social science disciplines: history, sociology, anthropology, political science, economics, and geography. These chapters provide an overview of the structures and concepts of each discipline. Strategies for teaching key ideas from each discipline have been added to this edition of the text.

The final section of the book contains two chapters: "Valuing, Decision-Making, and Citizen Action Strategies" and "Evaluation Strategies." The chapter on evaluation covers use of instructional objectives, methods of evaluation, and specific ideas for evaluating the categories of skills covered in the new section on skills.

87. WATERMELONS NOT WAR! A SUPPORT BOOK FOR PARENTING IN THE NUCLEAR AGE

Author:	Kate Cloud and others
Publisher:	New Society Educational Foundation
Publication Date:	1984
Grade Level:	K-12
Materials and Cost:	Book, softbound, 167 pp, $9.95; hardbound, $24.95 (also available from EDRS, MF-$0.97 plus postage)
Subject Area:	Nuclear war education, peace education

The Nuclear Education Project (NEP), a group of five women concerned about parenting in a nuclear age, developed this guide to help parents and others develop a sense of hope and promote a greater involvement in the democratic political process. Chapter 1 presents sections on answering possible questions children might ask and dealing with despair. Chapter 2 presents sections on nuclear power and nuclear weapons. The section on nuclear power focuses on the impact nuclear power has on lives and the environment, while briefly looking at the basic physics and mechanics of nuclear power, the fuel cycle, waste problems, and the politics of the nuclear industry. Information on nuclear weapons includes the history of the nuclear arms race, the use of nuclear weapons in World War II, the dimensions of possible destruction, the short- and long-term impact of the use of such weapons, and the cost of and politics behind specific weapons systems. Alternatives presented in Chapter 3 involve changing life styles and changing technology, while Chapter 4 presents suggestions for action. Anecdotes of 11 children concerned about the future are presented in the final chapter. The document concludes with an annotated bibliography of more than 130 fiction and nonfiction books for children and adults and a list of organizations concerned with nuclear issues.

88. WHO DECIDES: A CITIZEN'S GUIDE TO GOVERNMENT DECISION MAKING ON NUCLEAR WAR

Author:	Norman Ornstein
Publisher:	United Campuses to Prevent War
Publication Date:	1984
Grade Level:	9-12
Materials and Cost:	Book, softbound, 36 pp, $3.00 plus $0.60 postage and handling (also available from EDRS, ED 253 488, MF-$0.97 plus postage)
Subject Area:	Nuclear war education, peace education

This guide helps people understand where and how decisions on nuclear warfare are made in the United States government. "The Nature of the American Political System" covers the development of a republican form of democracy governed by checks and balances and designed so that power is shared by different branches. The characteristics of Congress as a whole and the specific committees in Congress that deal with issues related to nuclear war are covered in "The Institutions: The Congress." "The Institutions: The Executive" discusses how the executive branch is divided by many of the same issues that divide Congress, even though it appears to have a more straightforward line of authority. In "The Citizen's Link: Elections," the role of the election process as well as the outcome of specific elections is stressed.

ANALYSES OF ERIC DOCUMENTS

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Entry No.	Title	Page No.
89	Alternatives to Violence: A Manual for Teaching Peacemaking to Youth and Adults	117
90	Building Sequential Geography Skills, K-12	117
91	China: A Book of Activities	118
92	Credit: A Teaching Unit	119
93	Crime Question, The: Rights and Responsibilities of Citizens (Major Issues in American Government: Law in Social Studies Series, Student Education and Instructor's Manual)	119
94	Critical Thinking in American History (Project on History and Logic (HAL) Series)	120
95	Difficult Choices about Environmental Pollution (1984 National Issues Forum)	121
96	Immigration: Law, Customs, History, 5th Grade Curriculum	121
97	Improving the Precollegiate Curriculum on Latin America, Grades 6-12: Final Performance Report	122
98	Introduction to: Population Dynamics, An. The Population Reference Bureau Teaching Kit	123
99	Japan	123
100	Jelly Jam, the People Preserver. Teaching Guide. An Environmental Guide for Teachers and Parents	124
101	Justice: Law and Responsibility. A Case Study Approach to Law Awareness	125
102	Mapping With Young Children	125
103	Modern Japan: An Idea Book for K-12 Teachers (Multicultural Education Resource Series)	126
104	Observing Black History in Elementary Schools	127

Entry No.	Title	Page No.
105	Population Education in Social Studies: Some Sample Lessons for the Secondary Level	127
106	Resources for Secondary Social Studies Instruction	128
107	Resources for Strengthening International Studies in Schools: A Directory of Organizations	128
108	Role of Unions in the American Economy, The. Second Edition.	129
109	Teaching about Our Jury System. Unit 2	130
110	Teaching Genocide Awareness in Multicultural Education (Ethnic Studies Bulletin No. 6)	130
111	Understanding Taxes 1985 [and] Teacher's Guide to Understanding Taxes 1985	131
112	"Wee Folk" and Citizenship Education: Active Learning Experiences for Primary Children That Promote the Tools of Social Decision Making	132

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The abstracts of curriculum guides or units available through the ERIC system are arranged alphabetically by title. For each, the ED number is included, as are author/developer information, the date of the document, ordering information, grade level, and subject area.

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Approximately 700 libraries throughout the United States subscribe to ERIC. If there is an ERIC microfiche collection at a nearby university library or school resource and service center, you might prefer to look over specific documents there before ordering.

89. ALTERNATIVES TO VIOLENCE: A MANUAL FOR TEACHING PEACEMAKING TO YOUTH AND ADULTS

ED 250 254

Authors: Kathy Bickmore and others

Publisher: Alternatives to Violence Committee of the Cleveland Friends Meeting

Publication Date: 1984

Grade Level: 7-adult

Materials and Cost: 137 pp; EDRS price: MF-$0.75/PC-$10.80 plus postage (PC also available from publisher, $6.95 plus postage and handling; quantity discounts available)

Subject Area: Peace education, citizenship education

Designed as an introductory course in creative conflict resolution for adults and teenagers in school and community settings, this resource manual involves active, experiential learning. The course is structured into 20 units of 45 minutes each (a total of 15 hours). Sessions 1-3 examine kinds of violence, the nature of violence, and institutional violence. Session 4 deals with basic responses to conflict and historical cases of nonviolent action. Sessions 5-7 focus on the development of nonviolent alternatives, including active listening, group facilitation and consensus, and negotiation and leadership. Session 8 explores differences between violence and nonviolence and session 9 examines elementary skills necessary for active nonviolent self-defense. Sessions 10-12 deal with confronting violence, alternatives to violence on the community level, and problem solving. In session 13, students apply concepts and skills for interpersonal and community conflict resolution to global problems. A session on nonviolent national defense (session 14) is followed by a session promoting nonviolence as a philosophy or life style. Sessions 16 and 17 relate personal life styles to global conflict resolution through problem-solving exercises involving current events. In sessions 18 and 19, students learn to influence the U.S. political system through effective letter writing and discuss steps toward global nonviolence. The manual concludes with a bibliography, glossary, description of games, and a list of conflict scenarios.

90. BUILDING SEQUENTIAL GEOGRAPHY SKILLS, K-12

ED 253 473

Publisher: Washington Office of the State Superintendent of Public Instruction

Publication Date: 1984

Grade Level: K-12

Materials and Cost: 40 pp; EDRS price: MF-$0.75/PC-$3.60 plus postage

Subject Area: Geography

Geography skills for elementary and secondary grades are outlined in this teacher's guide. Its thesis is that the teaching and learning of geography skills is a developmental process. Once introduced and understood, skills must be used repeatedly and in different situations if they are to become part of the students' equipment for learning. A planned program for skill building and learning is needed to help students transfer these skills into customary behavior in our modern society. The map skills outlined focus on direction, scale, location, symbols, and comparison and inference. Skills are outlined for individual grades at the elementary level and as a whole at the secondary level.

91. CHINA: A BOOK OF ACTIVITIES

ED 247 197

Editor:	Nancy R. Motomatsu
Publisher:	Washington Office of the State Superintendent of Public Instruction
Publication Date:	1984
Grade Level:	K-12
Materials and Cost:	81 pp; EDRS price: MF-$0.75/PC-$7.20 plus postage
Subject Area:	Area studies, world history, global education

Designed to acquaint teachers and students with aspects of a particular ethnic group's culture, this booklet contains background information and classroom activities related to the Chinese New Year. The first of two parts contains a bibliography of fiction and nonfiction materials, an annotated list of nonprint materials and articles for teachers, and related ERIC documents and abstracts. More than 60 resources produced primarily during the 1970s and 1980s are included in Part 1. Part 2 is a unit on the Chinese New Year holiday, although activities may be used throughout the school year as students study about China, its people, and its culture. Section 1 of Part 2 provides information about the lunar new year, celebration rituals, the kitchen god (Do Gwan), family and community activities, and new year foods. New-year display objects commonly found in Chinese-American communities are described and the cycle of the 12 animals is discussed. Eight elementary-level classroom activities for teaching related topics are also included. The final section in Part 2 presents food recipes for the Chinese New Year, community resources, and additional resource and audiovisual materials.

92. CREDIT: A TEACHING UNIT

ED 249 126

Authors: Brandolyn Clanton and others
Publisher: South Carolina State Department of Consumer Affairs
Publication Date: 1984
Grade Level: 7-12
Materials and Cost: 42 pp; EDRS price: MF-$0.75/PC-$3.60 plus postage
Subject Area: Consumer education, economics education

Intended for teachers of secondary school students, this resource presents five lessons on consumer credit. In the first lesson students identify and evaluate sources of credit, compare some of the costs and benefits of credit, and learn to apply criteria used in evaluating applications for credit. In the second lesson, students learn about two basic types of charge accounts available to those applying for credit cards. The third lesson examines places where credit can be obtained, interest payments, and costs involved in financing a car. In the next lesson, students learn about contracting for credit. The final lesson helps students understand how state laws protect them in the areas of credit and contracts. Each lesson presents background information for the teacher, teaching strategies, and supplementary activities. Some lessons include definitions and sample forms. A series of visual aids which highlight key credit laws follows a final situational activity in which students evaluate the legality of certain credit-related situations.

93. CRIME QUESTION, THE: RIGHTS AND RESPONSIBILITIES OF CITIZENS (MAJOR ISSUES IN AMERICAN GOVERNMENT: LAW IN SOCIAL STUDIES SERIES, STUDENT EDITION and INSTRUCTOR'S MANUAL)

ED 250 248-249

Authors: Coral Suter and Marshall Croddy
Publisher: Constitutional Rights Foundation
Publication Date: 1984
Grade Level: 7-12
Materials and Cost: 26 pp. and 83 pp, respectively; EDRS price: MF-$0.75 plus postage (PC available only from publisher, student edition and instructor's manual, $15.00; additional student copies, $4.50; classroom set of 30 and 1 instructor's manual, $135.00)
Subject Area: U.S. government, citizenship education

This social studies infusion unit examines individual rights and responsibilities in the context of the American criminal justice system and explores the balance between individual and group rights achieved at various levels of government. Ways in which crime control is constitutionally assigned to each branch of government are illustrated as students simulate the federal judiciary as it makes decisions about the rights of the accused, a state assembly attempting to find legislative solutions to the crime problem, and a local bureaucracy allocating money to fund citizen crime control. Teaching strategies include handling controversy, directed discussions, small-group activities, brainstorming, simulations and role playing, and use of research experts. An accompanying teacher's edition provides additional instructions, discussion guides, and answers to questions presented in the student text.

94. CRITICAL THINKING IN AMERICAN HISTORY (PROJECT ON HISTORY AND LOGIC (HAL) SERIES)

ED 251 351-356 and ED 257 757

Author:	Kevin O'Reilly
Publisher:	Critical Thinking Press
Publication Date:	1983-85
Grade Level:	9-12
Materials and Cost:	90-302 pps; EDRS price MF-$0.75 plus postage (PC available only from publisher, teacher's guides and source materials envelopes, softbound, 259-302 pp, $12.95; student manuals, softbound, 90-110 pp, $2.95)
Subject Area:	U.S. history

Intended to systematically incorporate critical-thinking skills into high school history lessons, this supplementary series provides student and teacher materials for teaching about various periods in American history. The first booklet, "Exploration to Constitution" (ED 251 351-352), includes lessons on the exploration of early America, the colonies, the Revolution, and the Constitution. Booklet 2, "New Republic to Civil War" (ED 251 353-354), presents lesson plans for teaching about the New Republic, the Jacksonian era, slavery, and the Civil War. In Booklet 3, "Reconstruction to Progressivism" (ED 251 355-356), students focus on the reconstruction of the South, industrialism, labor and immigration, progressivism, and populism. In the next booklet, "Spanish American War to Vietnam" (ED 257 757), students learn about the Spanish American War, the Depression era, the Cold War, and post-World War II. Each booklet begins with a guide to critical thinking which offers an explanation of types of arguments in history, examples of fallacies, a checklist for evaluating evidence, a method for analyzing value positions, ways of identifying assumptions, and models for analyzing arguments. Teacher's guides provide a rationale for the program, detailed lesson plans keyed to student booklets, answer keys, test questions, a chart of critical-thinking skills taught in each lesson, and difficulty-level coding. Source material envelopes contain an outline of the guide to critical thinking, introductory worksheets, handouts, and test questions.

95. DIFFICULT CHOICES ABOUT ENVIRONMENTAL POLLUTION (1984 NATIONAL ISSUES FORUM)

ED 255 432

Editor: Keith Melville

Publisher: Domestic Policy Association

Publication Date: 1984

Grade Level: 7-12

Materials and Cost: 34 pp; EDRS price: MF-$0.75 plus postage (PC available only from publisher, $3.00)

Subject Area: Citizenship education, environmental education, current events, science-related social issues

Appropriate for secondary school social studies, this booklet considers the dilemmas and choices confronting Americans concerned about their environment. "The Gross National By-Product" discusses the progress that has been made in reducing air and water pollution while the nation has only begun to confront the environmental problems caused by other, more insidious forms of pollution. "Acceptable Risks, Unacceptable Hazards" covers the difficulties posed by deciding how much risk is acceptable. "Assigning Responsibility for a Legacy of Neglect" deals with the choices that need to be made about who should bear costs for the cleanup of abandoned dump sites like Love Canal. "Deciding What to Do About the Wastes We Produce Today" discusses the lack of consensus about waste disposal. "Defining an Environmental Ethic" covers the need to establish the trade-offs and priorities necessary to ensure sometimes conflicting goals, such as a healthy economy and environmental protection. Two self-administered questionnaires intended for completion before and after participating in a public forum or reading the booklet are included as well as a list of recommended readings.

96. IMMIGRATION: LAW, CUSTOMS, HISTORY, 5TH GRADE CURRICULUM

ED 251 366

Authors: Gayle Mertz and others

Publisher: Safeguard Law Related Education Program and Saint Vrain Valley School District

Publication Date: 1984

Grade Level: 4-6

Materials and Cost: 212 pp; EDRS price: MF-$0.75/PC-$16.20 plus postage

Subject Area: Law-related education, citizenship education

A fifth-grade unit presents the history of immigration to the United States from a legal perspective. Section A contains teacher materials including a chronological chart tying immigration laws to historical and cultural events, an overview of immigration legislation, a series of circle graphs depicting U.S. immigration by region of origin, and questions and answers about the citizenship process. Section B contains a lesson plan for examining the diverse national and cultural backgrounds of Americans. Section C is a lesson plan for exploring family roots through a personal history test, a family tree, and a family map. Section D contains seven lesson plans for studying immigration in the past. Cause and effect in immigration patterns, the immigration experience, and the impact of immigration are among the topics. Immigration today is the topic of Section E. Five additional activities are provided in section F. A bibliography, including audiovisual materials, adult nonfiction, and student fiction and nonfiction comprise the final section.

97. IMPROVING THE PRECOLLEGIATE CURRICULUM ON LATIN AMERICA, GRADES 6-12: FINAL PERFORMANCE REPORT

ED 251 385

Author:	John D. Wirth
Publisher:	Stanford-Berkeley Joint Center on Latin American Studies, Stanford University
Publication Date:	1984
Grade Level:	6-12
Materials and Cost:	194 pp; EDRS price: MF-$0.75/PC-$14.40 plus postage
Subject Area:	Latin American history, area studies, world history

The Latin America Project, which developed print and nonprint materials for use in grades 6-12, is described in this report. The two-year effort was conducted in five phases: survey of existing materials, the development of curriculum units, review of curriculum by teachers attending summer institutes, field testing and evaluation, and dissemination. Titles of materials developed are "Chicanismo," "Contrasting Urban Lifestyles in Brazil," "Latin America in U.S. Political Cartoons," "Latin America: The Microelectronic Link," "Latin American Visual Art Today," "Mapping Latin America," "Migration North from Mexico," "Muralismo," "U.S.-Mexico Economic Interdependence," "Rio Blanco: Land Use in a Highland Guatemalan Village," and "Scarcity and Survival in El Salvador." The appendices, which comprise the major portion of the report, contain descriptions of the materials developed by the project; a list of educators involved in the project; a global education framework for curriculum and staff development; institute schedule and evaluation form; "World Cultures Theme Guide to K-12 Curricular Resources, Activities, and Processes"; the draft of a unit, "Coffee Connections," for grades 6-12; and the form used by students to evaluate the units.

98. INTRODUCTION TO: POPULATION DYNAMICS, AN. THE POPULATION REFERENCE BUREAU TEACHING KIT

ED 256 678

Author: Mary Mederios Kent
Publisher: Population Reference Bureau, Inc.
Publication Date: 1984
Grade Level: 9-12
Materials and Cost: Kit containing student chartbook, 6 22"x17" wall charts, "Interchange" (vol. 13, no. 4), and 1985 World Population Data Sheet. EDRS price: MF-$0.75/PC-$3.60 plus postage (PC also available from publisher, $12.50 plus $1.00 postage and handling)
Subject Area: Population education

Appropriate for secondary school students, this kit provides the basics of population dynamics in both written and visual form. Each chart covers a major population component, characteristic, or world trend. The chart titles are: (1) "World Population Growth Through History," (2) "Population Growth Through Natural Increase, 1775 to 1985," (3) "Effect of Migration on Population Growth, United States, 1900-1982," (4) "Population Composition, Age and Sex," (5) "Patterns of Urbanization, 1900 to 2020," and (6) "Future Trends in World Population Growth, Three Assumptions." Each chart is accompanied by a narrative that elaborates on information presented in the chart. A glossary of population terms is provided to assist students in building their demographic vocabulary. An accompanying issue of "Interchange" provides study questions for each large chart and for each accompanying reading. Information about additional resources on population education and the 1985 World Population Data Sheet are also included.

99. JAPAN

ED 249 123

Author: Savannah C. Jones
Publisher: Birmingham City Schools
Publication Date: 1984
Grade Level: 9-12
Materials and Cost: 106 pp; EDRS price: MF-$0.75/PC-$9.00 plus postage
Subject Area: Cultural studies, area studies

Materials for a secondary level, interdisciplinary social studies course on Japan are divided into introductory information, 14 classroom units, and study and evaluation materials. Introductory material includes lists of objectives and skills, an outline of Japanese history, and an explanation of Japan's name and flag. The units cover the derivation of the Japanese people and language, geography, religion, government, foreign relations, economy, science and technology, environment, transportation and communication, education, family life, Japanese arts, police and criminal justice system, and social customs and rituals. For each unit, resources, objectives, methods, lessons, and a number of student activities are provided. Worksheets are included where necessary. Samples of activities are practicing Japanese calligraphy, completing maps, writing a research paper, interpreting charts and graphs, visiting a museum of Japanese art, and creating a Japanese garden. A pretest, three tests covering the 14 units, a posttest, a vocabulary guide, and a bibliography conclude the curriculum guide.

100. JELLY JAM, THE PEOPLE PRESERVER. TEACHING GUIDE. AN ENVIRONMENTAL GUIDE FOR TEACHERS AND PARENTS. REVISED EDITION

ED 247 194

Author:	Judi Friedman
Publisher:	Our Natural World
Publication Date:	1984 (rev. ed.)
Grade Level:	2-4
Materials and Cost:	124 pp; EDRS price: MF-$0.75/PC-$9.00 plus postage (PC also available from publisher, $10.00; quantity discounts available)
Subject Area:	Environmental education

Designed for parents and teachers of students in grades 2 through 4, this teaching guide for a self-teaching, interdisciplinary reading and activity program comprises a complete supplemental reading, science, and social studies approach to the problems of environmental pollution. Jelly Jam, a caring little animal, helps children understand how air, water, and land pollution affect their lives and what they can do to help clean up the environment. The guide presents general background information; additional classroom and home activities, ideas, games, questions and answers, experiments, illustrations, and interdisciplinary projects; and the answers to questions and puzzles that are in the children's activity book. The guide is organized into the following sections: foreword and introduction, curriculum suggestions, using the program, pollution and the environment, air pollution, water pollution, land pollution, population, and additional ideas. A list of recommended books, periodicals, films, records, and other materials for children and adults, the names and addresses of active environmental organizations, and a comprehensive index conclude the document.

101. JUSTICE: LAW AND RESPONSIBILITY. A CASE STUDY APPROACH TO LAW AWARENESS

ED 256 639

Publisher:	Seminole County Public Schools
Publication Date:	1984
Grade Level:	7-12
Materials and Cost:	110 pp; EDRS price: MF-$0.75/PC-$9.00.
Subject Area:	Law-related education, world history, citizenship education

Teacher-developed law-related education lessons that can be integrated into secondary school world history and U.S. history courses are provided in this resource. The first of two major sections contains law lessons for world history. Lessons are many and varied and deal with such topics as sources of the law, laws in early civilizations (Rome, Greece, and Egypt), the Code of Hammurabi, the caste system, religion and the law in the early Middle Ages, the Magna Carta, and the powers of a king as compared to those of the U.S. president. The second section contains law lessons for U.S. history. Lessons deal with a variety of topics, including rules among Native Americans, laws in colonial America, religious toleration and freedom, Shays' Rebellion, the power of the Supreme Court, legal compromises concerning slavery, wagon train law and order, civil rights, and juvenile law. Objectives and teaching procedures are provided for each lesson. In some lessons, student handouts and discussion questions are provided. Activities vary and include case studies, role play, classroom discussions, and guest speakers.

102. MAPPING WITH YOUNG CHILDREN

ED 248 163

Authors:	Cynthia Szymanski Sunal and Bobbi Gibson Warash
Publication Date:	1984
Grade Level:	K-6
Materials and Cost:	30 pp; EDRS price: MF-$0.75/PC-$3.60 plus postage
Subject Area:	Geography

Techniques for encouraging young children to discover the purpose and use of maps are discussed in this paper. The authors believe that motor activity and topological studies form a base from which the teacher and children can build a mapping program of progressive sophistication. Concepts important to mapping include boundaries, regions, exteriors, interiors, holes, order, point of reference, direction, and area. Beginning mapping activities should stress concrete physical relationships which the young child is able to conceptualize. Teachers should initiate mapping experience with young children by providing motor experiences inside and outside the classroom. These experiences can be followed by a transition in mapping experiences which move from work with photographs and three-dimensional miniatures and models, to two-dimensional paper, and finally to lines. Microcomputers can add experience for children in a variety of ways, ranging from simple games using the area of squares to the construction of complex microworlds. Maps and globes must be present in the classroom and need to be referred to frequently.

103. MODERN JAPAN: AN IDEA BOOK FOR K-12 TEACHERS. (MULTICULTURAL EDUCATION RESOURCE SERIES)

ED 252 486

Editors:	Mary Hammond Bernson and Elaine Magnusson
Publisher:	Washington Office of the State Superintendent of Public Instruction
Publication Date:	1984
Grade Level:	K-12
Materials and Cost:	141 pp; EDRS price: MF-$0.75/PC-$10.80 plus postage
Subject Area:	Area studies, world cultures

This idea book of supplementary lessons on Japan is a compilation of lessons produced by elementary and secondary teachers (K-12) at a 1983 summer institute. Lessons offer teaching strategies, factual information, and teaching tips, focusing primarily on writing skills; visual arts; games, music, and other arts; and social studies. The writing skills lessons suggest activities based on fortune telling, descriptive writing, clustering, Haiku, writing Japanese stories, describing character, writing from differing points of view, and writing about Zen Buddhism and Hiroshima. Visual arts lessons focus on understanding (and in many cases creating) Daruma toys and games, Japanese designs, Kokeshi dolls, Japanese lacquerware, masks representing Shinto deities, relief block prints, Japanese fans, artifacts, and Japanese family crests. Students also learn the national anthem of Japan and other songs, folktales, and two Japanese games. Social studies lessons present information on the geography of Japan, ethnocentricism, and Japanese names. Student readings on the role of Japanese women are followed by a lesson on Japanese homes. Subsequent lessons teach about cultural lags, U.S. trade with Japan, the Japanese constitution, education, and law and justice in Japan. The document concludes with a list of organizations that serve as resources for teaching about Japan.

104. OBSERVING BLACK HISTORY IN ELEMENTARY SCHOOLS

ED 249 136

Author:	Herbert A. Wilson
Publication Date:	1984
Grade Level:	3-6
Materials and Cost:	25 pp; EDRS price: MF-$0.75/PC-$1.80 plus postage
Subject Area:	Black history, U.S. history

Five lesson plans that were prepared for Black History Month can be used to teach purposeful, interesting, and reasonably balanced black history to students in grades 3-6. Objectives for preparing black studies units are to: (1) make reasonably balanced presentations through social studies, language arts, music, and other appropriate subject areas, (2) provide a better balance between the fame-oriented emphasis and the often-neglected biographical emphasis, and (3) use the best literature and media available. Each lesson describes what the teacher did and what the children learned, and includes suggestions for developing resource units on the lesson plan topic. The first unit, a career lesson, focuses on black women in aviation. Early American jazz is the theme of Unit 2. The third unit uses the poem "A Black Mother's Advice to Her Son," by Langston Hughes, to illustrate the possibilities for developing a unit on literature by black writers. The fourth unit helps students answer the question: "Why study black history?" The fifth lesson deals with taking pride in being black.

105. POPULATION EDUCATION IN SOCIAL STUDIES: SOME SAMPLE LESSONS FOR THE SECONDARY LEVEL

ED 252 441

Publisher:	United Nations Educational, Scientific, and Cultural Organization
Publication Date:	1984
Grade Level:	7-12
Materials and Cost:	67 pp; EDRS price: MF-$0.75/PC-$5.40 plus postage
Subject Area:	Population education

This booklet consists of 10 sample lessons integrating population education into the social studies. It is one of four in a series. Lessons focus on population problems; population in India; world population growth; problems of independent India; effects of population size on per-capita income, standard of living, and economic development; the effect of population change on ecological balance; quality of life and socialist modernization; population and cities; children as liabilities and assets; and sociocultural values affecting population change. Each provides the user with initial information with regard to content, objectives, grade level, and subject into which population education should be integrated. Although the main body of each lesson varies, most lessons contain an overview of content, teaching-learning strategy, and evaluation suggestions. Lessons were adapted from material derived from China, India, and the Philippines.

106. RESOURCES FOR SECONDARY SOCIAL STUDIES INSTRUCTION

ED 249 146

Author: Maryland State Department of Education
Publication Date: 1984
Grade Level: 9-12
Materials and Cost: 147 pp; EDRS price: MF-$0.75/PC-$10.80 plus postage
Subject Area: Social studies

This two-part annotated bibliography is designed to assist school administrators, library media specialists, and teachers in selecting materials for their social studies programs in grades 9 through 12. Resources were selected by Maryland educators according to five criteria: state goals and subgoals for social studies, quality of materials, currency of the selected items, previous use by Maryland schools, and appropriateness for grades 9-12. In the first part, more than 650 books, filmstrips, and audiovisual packages, most published between 1970 and 1984, are listed alphabetically by title. Each citation includes bibliographic information and a brief annotation. In the second part titles are tagged to each of the Maryland goals and subgoals for social studies instruction contained in "Social Studies: A Maryland Curricular Framework." Each title is accompanied by appropriate grade level and a cross-reference to its annotation in the first section of the document.

107. RESOURCES FOR STRENGTHENING INTERNATIONAL STUDIES IN SCHOOLS: A DIRECTORY OF ORGANIZATIONS

ED 251 330

Publisher: Social Studies Development Center
Publication Date: 1984
Grade Level: K-12
Materials and Cost: 73 pp; EDRS price: MF-$0.75/PC-$5.40 plus postage
Subject Area: International studies, areas studies, global education

This directory provides an annotated list of selected organizations that offer materials and services designed to help elementary and secondary school educators expand international studies in their schools. Information about the organizations includes student and teacher materials available, inservice workshops, consultations, access to resource collections, and help in locating exemplary programs. The first of nine sections, a user's guide, suggests steps in strengthening the international dimension of school programs. Section 2 lists major educational organizations that specialize in world area or world culture studies, world affairs education, international exchange, and foreign policy. Sections 3 and 4 list professional and international organizations, while Sections 5 through 7 list student and teacher exchange programs, national resource centers for area and international studies, and world affairs councils. Organizations with special interests are listed in Section 8 and examples of organizations that focus on peace, conflict studies, and nuclear issues are given. Additional sources in Section 9 are followed by appendices which provide instruments for assessing programs; an exercise in selecting and ranking goals and objectives; an article on inventorying the home, school, and community; and sample evaluation questions.

108. ROLE OF UNIONS IN THE AMERICAN ECONOMY, THE. SECOND EDITION

ED 255 434

Authors:	Ray Marshall and Brian Rungeling
Publisher:	Joint Council on Economic Education
Publication Date:	1985 (2nd ed.)
Grade Level:	7-12
Materials and Cost:	183 pp; EDRS price: MF-$0.75 plus postage (PC available only from publisher, $8.00)
Subject Area:	Economics, U.S. history

Intended as a resource for secondary teachers, this book analyzes the role of unions in the American economy and examines the main forces influencing unions in the United States. This second edition includes important domestic and external events that have affected U.S. economic policy and unions since the first edition was published in 1976. There are eight chapters. The first chapter presents the basic rationale for the emergence of labor movements in response to the labor problems created by industrial societies. The origin of labor movements and the history of the American labor movement are dealt with in Chapters 2 and 3. The next two chapters explore the relationship between unions and the economy. Major problems facing labor unions, such as organizing, collective bargaining, and dispute settlement, are examined in Chapters 6 and 7. The concluding chapter discusses the role of unions in the 1980s. The appendix contains the names of major U.S. unions.

109. TEACHING ABOUT OUR JURY SYSTEM. UNIT 2

ED 252 484

Author: Julie Van Camp
Publisher: North Carolina Administrative Office of the Courts, North Carolina Governor's Crime Commission, and Phi Alpha Delta Law Fraternity International
Publication Date: 1985
Grade Level: 9-12
Materials and Cost: 117 pp; MF-$0.75/PC-$9.00 plus postage (PC also available from The Center for Research and Development in Law-Related Education)
Subject Area: Law-related education, citizenship education

Designed for use in the high school curriculum, these two lessons introduce students to contemporary issues surrounding the American jury system and to political, legal, and economic systems of other countries. Although intended for use with a filmstrip, cassette, computer software, and a computer instructional manual, activities in the teaching guide can be used independently. For each lesson, background information, statement of purpose, objectives, vocabulary words, and student activities and handouts are provided. Lesson 1 focuses on contemporary issues confronting the jury system, such as size of jury and length of service. Lesson 2, "Comparative Judicial Systems: A Global Perspective," examines the role of the public in the judicial process in Western and European communist countries. The document concludes with a list of related resources, guidelines for resource persons, and charts depicting the court systems of North Carolina and the People's Republic of China.

110. TEACHING GENOCIDE AWARENESS IN MULTICULTURAL EDUCATION. ETHNIC STUDIES BULLETIN NUMBER 6.

ED 254 441

Author: Frank Andrews Stone
Publisher: I.N. Thut World Education Center
Publication Date: 1984
Grade Level: K-12
Materials and Cost: 25 pp; EDRS price: MF-$0.75 plus postage (PC available only from publisher, $1.50 plus $0.30 postage)
Subject Area: Ethnic studies, cultural studies

Rationales for, approaches to, and constraints on genocide awareness education at all school levels are discussed in this bulletin. The author believes that students, especially U.S. students who live in a culturally pluralistic society, should be made aware of how genocide was perpetrated in the past and of the fact that it is still happening today. A basic genocide awareness glossary is provided. Seven approaches to genocide awareness education are discussed: (1) an international law and world order theme, (2) socioeconomic inquiries concerning the causes of genocide, (3) historical studies, (4) affective interpretations based on firsthand accounts, (5) human rights activism, (6) recognition of those who refuse to take part in genocide, and (7) the development of theoretical models of genocide prevention. Four constraints on genocide awareness education are examined: it is uncomfortable and unpopular to teach children about death and destruction; it is politically controversial; there is an ambivalence about U.S. government policies toward minorities; and it is difficult to find a manageable way of teaching the topic. The conclusion, however, is that genocide awareness education must be integrated into the entire curriculum.

111. UNDERSTANDING TAXES 1985 and TEACHER'S GUIDE TO UNDERSTANDING TAXES 1985

ED 256 701

Publisher:	Internal Revenue Service
Publication Date:	1985
Grade Level:	9-12
Materials and Cost:	138 pp; EDRS price: MF-$0.97/PC-$10.80 plus postage
Subject Area:	Citizenship education, U.S. history

The major objective of this booklet and guide is to help high school students understand the U.S. tax system. The student booklet consists of eight modules. The first module discusses taxpayer responsibilities and rights. Methods of paying taxes are discussed, privacy rights are described, and the functions of the Collection and Criminal Investigation departments of the Internal Revenue Service are outlined. The second module teaches students how to prepare an income tax return. Specific instructions for completing forms 1040EZ, 1040A, and 1040 are provided. The history of taxation is the focus of the third module. The fourth module discusses the economics of taxation. The politics of taxation (i.e., the executive branch's role in tax legislation, how Congress passes tax legislation, and how Congressional members are influenced by politics), is treated in the fifth module. The sixth module examines state taxes. Facts and fallacies about the Internal Revenue Service are described in module 7. The last module contains a glossary of tax terms. The teacher's guide presents specific instructions for developing each module. Learning activities and discussion questions are suggested, and answers to problems and quizzes are provided.

112. "WEE FOLK" AND CITIZENSHIP EDUCATION: ACTIVE LEARNING EXPERIENCES FOR PRIMARY CHILDREN THAT PROMOTE THE TOOLS OF SOCIAL DECISION MAKING

ED 252 450

Authors: Thomas M. McGowan and Charles M. Godwin
Publication Date: 1984
Grade Level: K-3
Materials and Cost: 39 pp; EDRS price: MF-$0.97/PC-$3.90 plus postage
Subject Area: Social studies, citizenship education, law-related education

Lessons and learning activities to teach children in the primary grades about citizenship responsibility and social decision making are provided in this resource. Active learning is emphasized. Section 1 contains five lessons, for use in kindergarten and grade 1, that deal with the themes of freedom and responsibility. The activities focus on home life and the classroom. Students select team captains, make up rules, learn about service workers in the school and select tasks appropriate for a classroom helper in their own classroom, learn about sharing and taking turns, and are acquainted with property rights. The five lessons in the second section are intended for students in grades 2 and 3 and deal with rules and civic responsibility. The activities focus on the neighborhood and community. Students study about traffic rules and signs, the reasons for laws, and the responsibility of citizens to improve public property in their community. Teaching methods vary and include guest speakers, field trips, role play, oral presentation, small-group work, classroom discussion, and surveys.

INDEXES

AUTHOR/EDITOR/DEVELOPER INDEX

Abramowitz, Jack--33
Allen, Sally--4
Arbetman, Lee--15

Badrkan, Kamiran S.--21
Bandy, Patricia--19
Banks, James A.--86
Barth, James L.--84
Bass, Herbert J.--17
Beery, R.--71
Bernson, Mary Hammond--103
Bickmore, Kathy--89
Boehm, Richard G.--34
Boyer, William H.--68
Brew, Virginia--3
Brown, Richard C.--17
Bucher, Henry--44
Buggey, L. Joanne--26
Bushman, Dave--42

Caro, Patricia T.--24
Clanton, Brandolyn--92
Clegg, Ambrose A.--86
Cloud, Kate--87
Conlin, Joseph R.--18
Cooper, Kenneth S.--24
Broddy, Marshall--93
Crowell, Caleb E.--49

Daggett, Willard R.--9, 21, 25
Danzer, Gerald A.--47
Davis, Albie--81
Dennis, Richard J.--41
Dickenson, J.P.--77
Downey, Matthew T.--79

Erickson, Lynne Martin--63

Fisher, Margaret--12
Foreman, Dale I.--4
Frazier, Thomas R.--46
Friedman, Judi--100
Furling, Mary S.--32

Getis, Arthur--27
Getis, Judith J.--27
Godwin, Charles M.--112
Gold, Richard L.--49
Goldberg, Robert M.--6
Graf, David K.--88

Hailstones, Thomas J.--10
Harris, David E.--20
Havighurst, Walter--22
Haynes, Richard M.--6
Herrman, Robert O.--8
Hertel, Margaret Fisher--12
Hovey, Harold A.--41
Hursh, Heidi--36

Jelley, Herbert M.--8
Jenkins, Steve--11
Jennings, Jerry E.--12, 22
Johansen, Mary Lee--5
Johnson, Bill--5
Jones, Savannah C.--99

Kalusky, Rebecca--5
Kent, Mary Mederios--98
Kidron, Michael--36
Klinger, Herb--50
Klinger, Judy--50
Kratchoski, Peter--74

Note: All numbers are entry numbers, not page numbers.

Leide, Kathryn--63
Lewis, W. Cris--13
Lockwood, Alan L.--20
Lyons, Thomas T.--40

Magnusson, Elaine--103
Marshall, Ray--108
Martin, Jane--14
McCuen, Gary E.--33
McGowan, Thomas M.--112
McMahon, Edward T.--32
Melnick, Rob--45
Melville, Keith--95
Mertz, Gayle--96
Moore, Melinda--38, 82
Motomatsu, Nancy R.--91

Newmann, Fred M.--76

Okazaki, Steven--65
Olsen, Arthur R.--10
Olsen, Laurie--38, 82
O'Reilly, Kevin--94
Ornstein, Norman--88

Patrick, John J.--35, 73
Patton, Clyde P.--24
Perry, Marvin--16
Petersen, H. Craig--13
Philip, George--47
Phillips, Ariel--75
Pitts, Borrest R.--12
Prevedel, Michael--36

Remy, Richard C.--35, 73
Rengert, Arlene C.--24
Roe, Richard--15
Ronan, Bernard--45
Rudman, Masha Kabakow--70
Rungeling, Brian--108
Ruthsdotter, Mary--83

Schmidt, Cynthia--3
Schug, March C.--71
Segal, Ronald--36
Smith, Marion H.--22
Spiegel, Susan--11
Stevens, Lawrence A.--43
Stone, Frank Andrews--110
Sunal, Cynthia Szymanski--102
Sutter, Coral--93
Swank, Pamela--1

Taffee, Stephen J.--72

Van Camp, Julie--109

Walker, Donald--74
Warash, Bobbi Gibson--102
Welty, Paul Thomas--28
Williams, Charles F.--21
Wilmington, William--12
Wilson, Beth--75
Wilson, Herbert A.--104
Winston, Barbara J.--80
Wirth, John D.--97

Zars, Belle--75

GRADE LEVEL INDEX

Early childhood-3--1, 2, 3, 4, 5, 70, 71, 72, 73, 75, 76, 78, 79, 80, 81, 83, 86, 87, 90, 91, 100, 102, 103, 104, 107, 110, 112

4-6--2, 3, 4, 5, 6, 7, 12, 22, 49, 50, 66, 70, 71, 72, 73, 75, 76, 78, 79, 80, 81, 83, 86, 87, 90, 91, 96, 97, 100, 102, 103, 104, 107, 110

7-9--7, 8, 9, 11, 12, 13, 14, 15, 17, 20, 21, 22, 23, 24, 26, 27, 29, 31, 32, 33, 35, 36, 37, 38, 39, 40, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 69, 70, 71, 72, 73, 75, 76, 78, 79, 80, 81, 82, 83, 84, 85, 87, 88, 89, 90, 91, 92, 93, 94, 95, 97, 98, 99, 101, 103, 105, 106, 107, 108, 109, 110, 111

10-12--8, 9, 10, 11, 13, 14, 15, 16, 18, 19, 20, 23, 37, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 50, 51, 52, 53, 54, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81, 82, 83, 84, 85, 87, 88, 89, 90, 91, 92, 93, 94, 95, 97, 98, 99, 101, 103, 105, 106, 107, 108, 109, 110, 111

PUBLISHER INDEX

Agency for Instructional Television--61

Alternatives to Violence Committee of the Cleveland Friends Meeting--89

American Historical Association Project '87--35

Arms Control Association--69

Association of American Geographers--78

Bi-Folkal Productions, Inc.--63

Birmingham City Schools--99

Center for Teaching International Relations--36

Centre Productions Inc.--51, 62

Close-Up Foundation--19

Cloud Publishing--3

Constitutional Rights Foundation--93

Coronado--18

Critical Thinking Press--94

Domestic Policy Association--95

Dushkin Publishing Group, Inc., The--14, 30, 44, 72

Educational Audio Visual Inc.--56

Educational Design, Inc.--49, 50

Educational Dimensions Group--55

Encyclopaedia Britannica Educational Corporation--52, 54

ERIC Clearinghouse for Social Studies/Social Science Education--73

Fideler Company--12, 22

GEM Publications, Inc.--33

Globe Book Company, Inc.--6, 23

Graphic Learning Corporation--1

Note: All numbers are entry numbers, not page numbers.

Harper and Row, Publishers, Inc.--28

Harvard University--75

Houghton Mifflin Company--16, 27, 46

Hudson Institute--45

Internal Revenue Service--111

International Center for Creative Thinking--45

I.N. Thut World Education Center--110

Joint Council on Economic Education--108

Kendall/Hunt Publishing Company--34

Longman Inc.--70, 86

Maryland State Department of Education--106

McGraw-Hill Book Company--8

Memphis State University Center for Research on Women--85

Methuen, Inc.--77

Modern Curriculum Press--4

Mouchette Films--65

National Council for Geographic Education--78, 80

National Council for the Social Studies--71, 79

National Geographic Society--57, 66

National Women's History Project--83

New Society Educational Foundation--87

New Society Publishers--38, 82

Newsweek--37

North Carolina Administrative Office of the Courts--109

North Carolina Governor's Crime Commission--109

Our National World--100

Phi Alpha Delta Law Fraternity International--109

Population Reference Bureau, Inc.--98

Praeger Publishers--68

Procter & Gamble Educational Services--39

Random House Educational Enrichment Materials--58, 59, 60, 64, 74

Roosevelt Center for American Policy Studies--31, 41

Safeguard Law Related Education Program--96

Saint Vrain Valley School District--96

Scholastic, Inc.--5

Scott, Foresman and Company--26, 47

Seminole County Public Schools--101

Silver Burdett Company--2, 17, 24

Simon & Schuster Communications--36, 53

Social Science Education Consortium, Inc.--35, 73, 76

Social Studies Development Center--107

South Carolina State Department of Consumer Affairs--92

South-Western Publishing Company--9, 10, 13, 21, 25

Stanford-Berkeley Joint Center on Latin American Studies--97

Stevens & Shea Publishers--43

Note: All numbers are entry numbers, not page numbers.

Teachers College Press--20

Trial Court of Massachusetts--81

United Campuses to Prevent War--88

United Learning Corporation--7

United National Educational, Scientific, and Cultural Organization--105

University Press of American, Inc.--84

Washington Office of the State Superintendent of Public Instruction--90, 91, 103

West Publishing Company--11, 15, 32, 42

World Bank Film Library--48, 67

World Eagle, Inc.--29, 40

SUBJECT AREA INDEX

Aging education--51, 61, 62

American government--31, 40

Area studies--12, 91, 97, 99, 103, 107

Asian studies--12, 14

Black history--104

Business education--9

Career education--9, 21, 25, 84

Citizenship education--11, 32, 55, 81, 89, 93, 95, 96, 101, 109, 111, 112

Civics--11, 15, 19, 35

Civil rights--65

Computer education--72

Computer literacy--9, 21

Consumer education--8, 92

Contemporary issues--33

Cultural studies--99, 110

Current events--19, 33, 52, 55, 58, 59, 60, 67, 84, 95

Economics--10, 13, 39, 41, 45, 54, 57, 92, 108

Environmental education--95, 100

Ethics--20

Ethnic studies--65, 110

Future studies--21, 68, 84

Geography--4, 5, 7, 14, 22, 29, 36, 48, 66, 78, 80, 84, 90, 102

Global education--14, 23, 45, 52, 58, 59, 60, 67, 91, 107

Government--6, 15, 19, 35, 39, 41, 45

History--65, 79, 84

Interdisciplinary social studies--1, 2, 4, 22, 30, 37, 43

International studies--107

Language arts--70

Latin American studies--34, 97

Law-related education--11, 32, 42, 49, 65, 74, 81, 96, 101, 109, 112

Local history--71

Middle Eastern studies--44

Morals and ethics--33

Nuclear war education--38, 69, 75, 87, 88

Peace education--68, 69, 82, 87, 88, 89

Note: All numbers are entry numbers, not page numbers.

Political science--19, 54, 57, 58, 59, 60, 64, 65

Population education--98, 105

Science--73

Science-related social issues--95

Social issues--33

Social sciences--50

Social studies--5, 14, 50, 52, 61, 70, 71, 73, 76, 82, 83, 86, 106, 112

Social studies skills--55, 80

Social studies teacher education--72

Sociology--39, 51, 62, 65

State history--3

U.S. government--84, 93

U.S. history--6, 15, 17, 18, 20, 22, 26, 31, 35, 39, 46, 51, 53, 56, 63, 64, 69, 94, 104, 108, 111

Values education--20, 33

Women's studies--83, 85

World cultures--12, 45, 48, 103

World geography--24, 27, 45, 47, 77

World history--16, 23, 28, 29, 36, 40, 45, 48, 56, 67, 91, 97, 101

Note: All numbers are entry numbers, not page numbers.

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